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ABSTRACT

This manual familiarizes data users with the procedures followed for data collection and processing of the second follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88), a survey of the educational and personal characteristics of students. The dropout data file contains records for 2,028 sample members who completed the second followup questionnaire in 1992. Documentation for use of the data file is also provided. Chapter 1 reviews the NELS:88 study and its followups and chapter 2 contains a general description of the data collection instruments. Sample design and weighting procedures as well as design effects, non-sampling measurement errors, and problematic variables are discussed in chapter 3. Chapter 4 considers data collection schedules, procedures, and results. Chapters 5 and 6 describe data control and processing respectively. Finally, chapter 7 describes the organization and contents of the data file and gives suggestions for using it. Fourteen appendixes provide supplemental information and details for use of the file. Twelve figures and 40 tables present some survey findings and statistical information about the data file. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual October 1994

National Education Longitudinal Study of 1988

Second Follow-Up: Dropout Component Data File User's Manual

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual **October 1994**

National Education Longitudinal Study of 1988

Second Follow-Up: Dropout Component Data File User's Manual

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

October 1994

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix H, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix H will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as design effects, non-sampling measurement errors, and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES NELS:88 publications; guidelines for Statistical Analysis System (SAS) users; the second follow-up dropout questionnaire; the record layout for the dropout questionnaire; specifications for the composite variables; the content areas of the second follow-up components; a glossary of project terms; a discussion of conducting cross-cohort trend analyses of dropouts; and a codebook for the dropout questionnaire data.

In addition to the study described in this manual, a number of supplemental NELS:88 components are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are described in Appendix B including the following: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students and dropouts, teachers, school principals, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We wish as well to acknowledge the role of a number of other individuals in the realization of the aims of this study. Donald Rock and Judith Pollack of Educational Testing Service served as task leaders for cognitive test development. Miriam Clarke provided counsel on management issues in the main study. Leslie Scott contributed significantly to the conceptualization and development of file specifications and composite variables for the components of the study.

We are also grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--who contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88. Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation to the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall Smith, and John Stiglmeier--provided wise counsel on many difficult issues of design, instrumentation and implementation. As consultants to the second follow-up, Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 second follow-up project director. Lisa Thalji was associate project director responsible for securing school cooperation and locating NELS:88 cohort members. Katy Dowd was associate project director responsible for the dropout and student components during data collection. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics.

The authors also wish to acknowledge those who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis for the NELS:88 second follow-up. Additionally, Doug Barge, Michael Ma, Gloria Rauens, Supriti Sehra, Shiow-Ling Tsai-Ma, and Hsiuling Young provided a great deal of their time and expertise to produce the statistics reported throughout the manual. Our appreciation is also extended to Karen Sutherlin, Amelia Solorio and Cynthia Mathews for their patience and thoroughness in the production of the manuscript. Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data.

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Appendix N: NELS:88 Second Follow-Up Content Areas: Student, Teacher and Parent Components

I. Introduction

This manual provides guidance and documentation for users of the public release data for the dropout component of the National Education Longitudinal Study of 1988 (NELS:88). The dropout component public release files contain data from the first follow-up (1990), and second follow-up (1992) surveys; this manual will therefore familiarize the user with each wave of NELS:88. Information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures used in each wave is presented in this manual.

1.1 The NELS:88 Second Follow-Up Dropout Survey

The enrollment status of sample members was ascertained at three distinct points in time during the course of second follow-up activities: phase 1, when sample members were traced to schools (or located out of school); phase 2, when interviewers contacted schools to reverify enrollment and conduct sample freshening; and phase 3, the data collection period. As Table 1.1-1 shows, a sample member could be classified as a dropout during any one of these time periods; the administration of a dropout questionnaire depended on his or her status during phase 3. The dropout questionnaire and cognitive test were administered to any sample member who was identified as a dropout and had not returned to school by the spring term of 1992 when an NORC interviewer contacted the sample member to be surveyed. The questionnaires collected data on the sample member's school attendance; determinants of leaving school; relationships with school personnel, peers, and family; work; and self-perception and attitudes.

Table 1.1-1
Verification of second follow-up sample members' enrollment status

Phase 1 (1/91 - 6/91)		Phase 2 (7/91 - 12/91)		Phase 3 (1/92 - 6/92)*	
Student	------------>	Student	------------>	Dropout	Receive dropout questionnaire
Student	------------>	Dropout	------------>	Dropout	
Dropout	------------>	Student	------------>	Dropout	
Dropout	------------>	Dropout	------------>	Dropout	
Student	------------>	Student	------------>	Student	Receive student questionnaire
Student	------------>	Dropout	------------>	Student	
Dropout	------------>	Student	------------>	Student	
Dropout	------------>	Dropout	------------>	Student	

* While the majority of data collection was completed by June 1992 (with 82.5% of questionnaires collected), data continued to be collected through October 1992. The enrollment status reference period for dropout data collection was January to June 1992, even for cases completed subsequent to these data. For complete information on second follow-up dropout data collection, refer to sections 4.3 through 4.3.4.

1.1.1 The Second Follow-Up Dropout Sample

The sample design of the second follow-up was implemented in two steps. First, to fulfill the longitudinal objective of NELS:88, base year and first follow-up sample members who were determined to be out of school were retained in the sample with certainty (the probability of selection equal to one); in-school students were also retained with certainty, but only those sample members attending selected NELS:88 second follow-up sample schools have full school contextual data (school administrator, teacher, and transcript). Next, in order to make the sample representative of all students enrolled in the twelfth grade in the 1991-92 school year, the longitudinal cohort was "freshened" with students who were not in the eighth grade in 1987-1988 and not in tenth grade in 1989-90 but in the twelfth grade in 1991-92. These two groups--base year/first follow-up retained sample members and freshened students--make up the core second follow-up sample. Additional information about the sample design is presented in Chapter III of this manual.

The second follow-up sample can be defined in several ways depending on the types of analyses one wishes to perform. Dropout populations vary with regard to sample definition (for example, the eighth-grade cohort versus the 1990 sophomore cohort, including students added through sample freshening.) A brief description of the dropout definition employed in the second follow-up is as follows: sample members who were no longer enrolled in a diploma-granting high school program in the spring of 1992 and had not earned an equivalency certificate were classified as a dropout, and were administered the dropout questionnaire. Those sample members who were no longer enrolled in a diploma-granting high school program in the spring of 1992 but had earned an equivalency certificate were classified as an alternative completer, and were administered the student questionnaire. Those sample members who were not in a diploma-granting high school program but were receiving academic instruction were classified as alternative students and were administered the dropout questionnaire. For a detailed description of the dropout definition used in the second follow-up (as well as HS&B and the NELS:88 first follow-up), see section 4.3.1 of this manual.

NELS:88 collected data from both early dropouts (students who dropped out during the eighth, ninth and tenth grades) and late dropouts (students who dropped out during the eleventh and twelfth grades). HS&B collected dropout data for late dropouts only; thus, comparison of dropout data between HS&B and NELS:88 can only be made with the NELS:88 tenth-grade cohort. For more information on comparing HS&B and NELS:88 dropout data, refer to Appendix D. Note that the sample contained on the data files includes all eligible sample members only.[1] The cohort dropout data can be found on the dropout data file, while stopout[2] and equivalency completer data is located on the student data file.

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[1] While the expanded eighth-grade cohort contains both eligible and ineligible sample members, these data are not available on public release data files. Dropout rates derived from the eligibles-only sample are somewhat lower than rates calculated from the expanded sample.

[2] A stopout is defined as a second follow-up sample member who had one or more dropout episodes between the spring term of 1990 and that of 1992, but returned to and remained in school for at least 2 weeks prior to the date of survey administration in the spring term of 1992. (See section 4.3.1 for more information.) Designation of a sample member as a "stopout" occurs *within one wave only* of NELS:88. For example, a first follow-up stopout who remains in school throughout the 1990-1992 period is classified as a student in the second follow-up.

1.1.2 Structure of the Dropout Data File

The dropout data file contains records for 2,028 sample members who completed a second follow-up dropout questionnaire, along with appropriate weights, flags, and composite variables. This file can be used alone or merged with the following files: the second follow-up student, parent, and transcript files; the base year student, parent, teacher, and school files; or the first follow-up student, dropout, teacher, and school files. Merging the dropout data file with other second follow-up, first follow-up or base year files involves a few more steps and precautions; users are therefore urged to acquaint themselves with the explanations provided in Chapter VII before doing so.

Data for 483 questionnaire items are included in the dropout file; 471 of these were asked in the telephone version of the dropout questionnaire. Additionally, 325 items on the dropout data file overlap with the student data file. A chart providing information on the specific items which overlap can be found in Appendix E.

1.2 Organization of the Data User's Manuals

NELS:88 data sets have been produced in both public use and restricted use form. The **public use** data files reflect alteration or suppression of some of the original data to minimize the risk of statistical disclosure of the identity of responding individuals. The **restricted use** files preserve the original data free of all confidentiality edits. Data files with high disclosure potential, specifically the transcript file and the school effectiveness study files, are available in restricted form only. A more detailed discussion of measures used to preserve respondent confidentiality, and of procedures for gaining access to restricted use data, may be found in section 1.6 of this manual.

In addition to documentation for the restricted use transcript and school effectiveness study data files, five manuals have been produced for the NELS:88 second follow-up, one to accompany each of five public release files: dropout, student, parent, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file.

While this manual is intended for use with NELS:88 second follow-up dropout component data, a set of manuals was also produced and released to accompany each of the public release data files of the base year and first follow-up surveys. Information on these publications and other documentation for NELS:88 is discussed in section 1.6 of this manual. This manual may also be utilized with the corresponding restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook (albeit in their modified public use form).

1.3 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National

Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies follows.

1.3.1 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72) began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

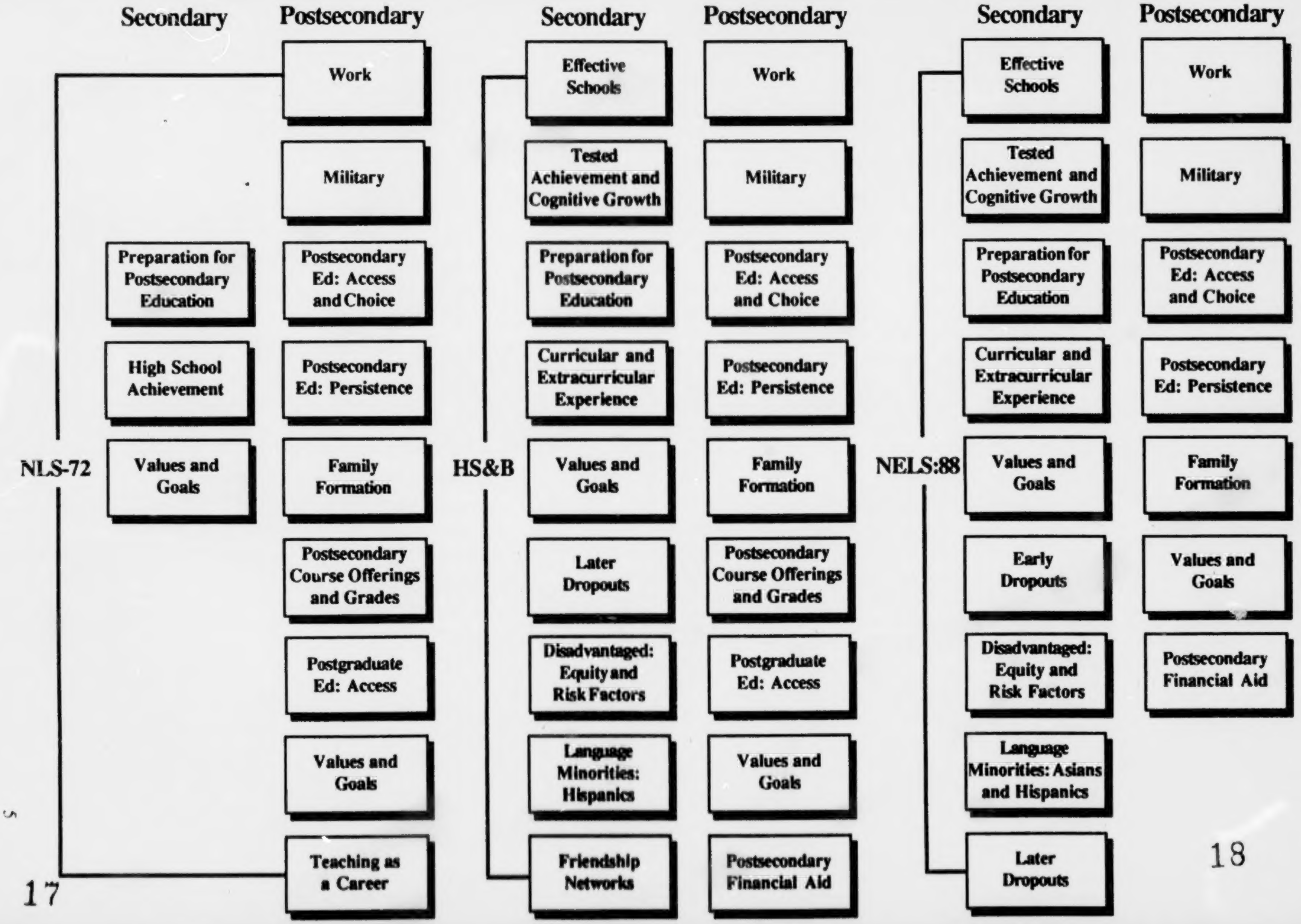
1.3.2 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

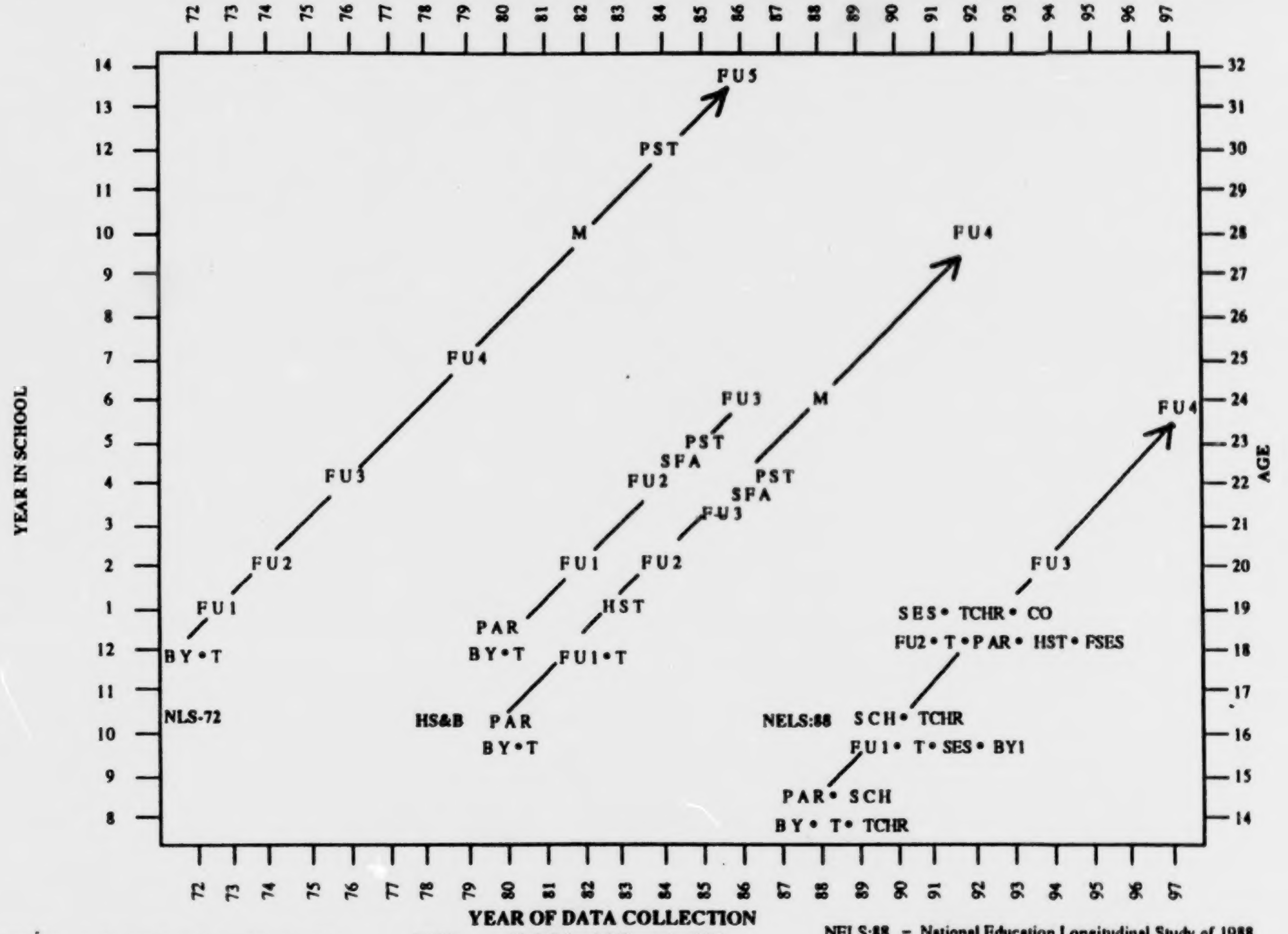
The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies Program



NLS-72		HS&B		NELS:88	
Secondary	Postsecondary	Secondary	Postsecondary	Secondary	Postsecondary
	Work	Effective Schools	Work	Effective Schools	Work
	Military	Tested Achievement and Cognitive Growth	Military	Tested Achievement and Cognitive Growth	Military
Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice	Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice	Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice
High School Achievement	Postsecondary Ed: Persistence	Curricular and Extracurricular Experience	Postsecondary Ed: Persistence	Curricular and Extracurricular Experience	Postsecondary Ed: Persistence
Values and Goals	Family Formation	Values and Goals	Family Formation	Values and Goals	Family Formation
	Postsecondary Course Offerings and Grades	Later Dropouts	Postsecondary Course Offerings and Grades	Early Dropouts	Values and Goals
	Postgraduate Ed: Access	Disadvantaged: Equity and Risk Factors	Postgraduate Ed: Access	Disadvantaged: Equity and Risk Factors	Postsecondary Financial Aid
	Values and Goals	Language Minorities: Hispanics	Values and Goals	Language Minorities: Asians and Hispanics	
	Teaching as a Career	Friendship Networks	Postsecondary Financial Aid	Later Dropouts	

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address date
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BY1 = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of teachers

NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.[3]

1.4 The National Education Longitudinal Study of 1988 (NELS:88): Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class of 1990 makes trend comparisons with the HS&B sophomore cohort possible.[4]

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. The NELS:88 second follow-up resurveyed all students from the 8th grade cohort including students who were identified as dropouts in 1990, and identified and surveyed those additional students who left school after the first follow-up. In addition, the sample freshening process was again implemented, creating a representative sample of the twelfth-grade class of 1992 and making trend comparisons with the NLS-72 and HS&B senior cohorts possible.

The **third follow-up** is occurring in 1994, when most sample members will be in postsecondary education or in the labor market. The goals of the 1994 round are to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up will permit researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up will provide the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up will facilitate study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which will be explored by the third follow-up. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and will measure the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** will take place in 1997 or 1998.

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[3] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are wholly comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

[4] The process referred to here as "freshening" added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992.

1.4.1 NELS:88 Study Objectives

The major features of NELS:88 include the planned integration of dropout, student, parent, teacher, and school studies; the initial concentration on an eighth-grade student cohort with follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and examination of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: determinants of dropping out of the educational system; identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey (the parent survey was also conducted in 1988) gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendices M and N provide an overview of some of the key policy issues of education research and the second follow-up student, dropout, school, parent, and teacher items which are related to them.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[5] Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from dropouts and students, and augmented through parent, teacher, school administrator, and school record (for example, academic transcripts) accounts of students' progression and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools --and permit examination of the impact of these factors on social, behavioral, and educational development.

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[5] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors. Figure 1-3 depicts the components in each wave of NELS:88, while Figure 1-4 illustrates the sample design for the base year through the third follow-up.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in Appendix D of this manual, and Appendix E provides information on the specific items which were used across these studies.

1.4.2 Base Year Study and Sample Design

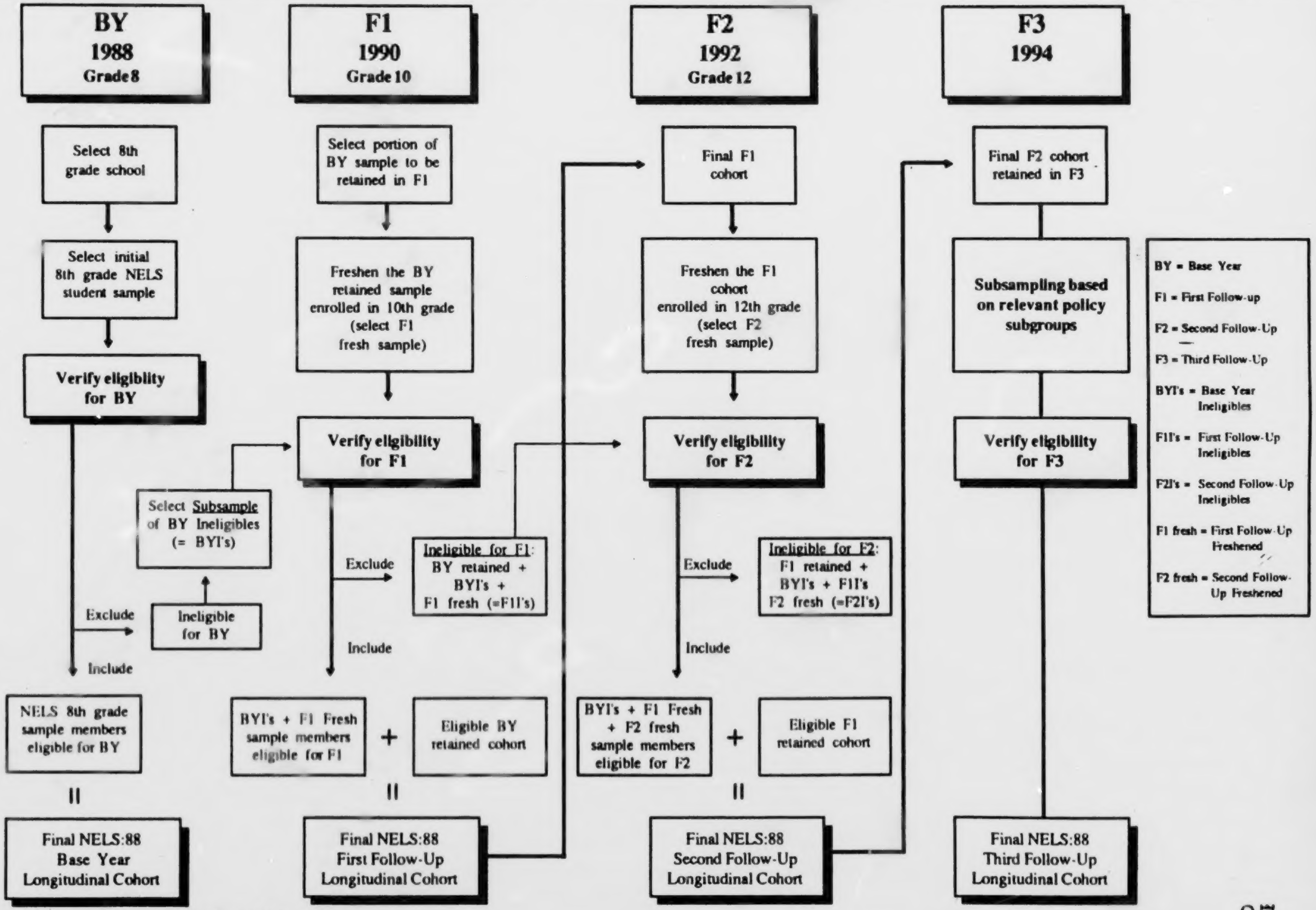
The base year study design comprised four components: surveys and tests of **students**, and surveys of **parents**, **school administrators**, and **teachers**. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/geography/civics). One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by the replacement pool) participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second

Figure 1-3: Base year through fourth follow-up – NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1997 or 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 5 or 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Figure 1-4: Longitudinal Sample Design of NELS:88 (1988 - 1994)*


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligiblity for BY
Exclude
Ineligible for BY
Select Subsample of BY Ineligibles (= BYI's)
Include
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYI's + F1 fresh (=F1I's)
Include
BYI's + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow-Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYI's + F1I's F2 fresh (=F2I's)
Include
BYI's + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow-Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow-Up Longitudinal Cohort
BY = Base Year
F1 = First Follow-up
F2 = Second Follow-Up
F3 = Third Follow-Up
BYI's = Base Year Ineligibles
F1I's = First Follow-Up Ineligibles
F2I's = Second Follow-Up Ineligibles
F1 fresh = First Follow-Up Freshened
F2 fresh = Second Follow-Up Freshened

* Fourth follow-up is scheduled for 1997

stage--student sampling--produced a random selection of 26,432[6] students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders. On average, each of the participating schools was represented by 23 student participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report*.[7]

1.4.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components--the dropout study, base year ineligible study, and school effectiveness study--were initiated in the first follow-up, and a freshened sample was added to the student component.

As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, two teachers of each student were asked to complete a teacher questionnaire, and a school administrator questionnaire was completed by school principals. First-time participants in NELS:88--including students just added through the freshening process, base year ineligibles found to be eligible in the first follow-up, and base year nonrespondents who did participate in the first follow-up--completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students was implemented in two stages. The first stage of sampling involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.[8] Because some sophomores in 1990 were not in the country or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a process called freshening. The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added an additional 1,229 tenth graders (of whom 1,043 were found to be eligible and still retained after final subsampling) who were not contained in the base year sampling frame.

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the **base year ineligible (BYI) study**, was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up.

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[6] The sample size of 26,435 cited in the *NELS:88 Base Year Student Component Data File User's Manual* is a typographical error.

[7] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463, ERIC ED 325-502.

[8] This includes students who were base-year nonrespondents, as well as approximately 2,400 U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs (OBEMLA) sponsored sample members.

In addition to the BYI study, the **school effectiveness study**, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 248 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

1.4.4 Second Follow-Up Core Study and Sample Design

The NELS:88 second follow-up repeats all components of the first follow-up study. In addition, the parent component is included once again in the second follow-up. Two new components--the transcript and course offerings components--were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study (SES). The transcript component was undertaken for sample members as described in section 1.4.5 below. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

The second follow-up, in addition to surveying students who were enrolled in school, surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1991-92 school year. The dropout and student questionnaires collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school, family structure and environment; social relations; aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a supplement for early graduates, the intent of which was to document the reasons for and circumstances of early graduation.

In a departure from the base year and first follow-up teacher survey designs only one teacher (either a mathematics or science teacher) of each student was asked to complete a teacher questionnaire.[9] A school administrator questionnaire, as in the first follow-up, was completed by school principals. If a student was a first-time participant in NELS:88, he or she also completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the second follow-up.

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[9] If a student was not enrolled in either a mathematics or science class, no teacher questionnaire was administered. 10,861 students, 69.2 percent of the students in the contextual sample, were enrolled in a mathematics class, a science class, or both during the spring term of 1992.

Each dropout and student selected for the first follow-up was included in the second follow-up. From within the schools attended by the sample members, 1,500 twelfth-grade schools were selected as sampled schools. Of the 1,500 sampled schools, the full complement of component activities occurred in 1,374 schools. For students attending schools other than those 1,374 schools, only the student and parent questionnaires were administered. Retaining the entire first follow-up sample in the 1992 round provides a maximally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added an additional 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in the base year or first follow-up sampling frames.[10] Additional information about the second follow-up sample design is provided in Chapter III of this manual and in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*. Dropout data collection occurred between February and October 1992; most in-school survey sessions were held in the period from January through March 1992, though a few took place as late as June 1992.

1.4.5 Second Follow-Up Design Enhancements

As noted in section 1.4.4, two new components, the **transcript** and the **course offerings** components, were added to the NELS:88 second follow-up. These components provide archival data which describe the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample--students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. Triple ineligibles are sample members who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier. NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 NAEP transcript study. The course offerings component provides curriculum data from second follow-up school effectiveness study schools through which school effects on student outcomes can be studied; course offerings data were also collected for the HS&B school sample in 1982.

The **school effectiveness study (SES)** was added to the first follow-up to provide a probability sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the first follow-up school effectiveness study, permission to conduct the study was gained from 251 schools and 248 of those schools were final SES participants. The second follow-up school effectiveness study returned to 247 of the 251 cooperating first follow-up SES schools, conducting freshening on both longitudinal and SES sample members, and selecting additional students from the pool including students who transferred into the school since the 1989 selection of SES students. The second follow-up school effectiveness study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of free response science and mathematics cognitive test items in SES schools.

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[10] Of the 364 freshened students, 76 were sampling errors, and became ineligible through questionnaire data; 15 dropped out of school between the sampling effort and data collection (these 15 are found only on the restricted use file); 13 were out of scope due to language barrier, moved out of the country, or were deceased; 9 were ineligible due to mental or physical incapacity; and the status could not be collected for 8 cases.

1.5 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.5.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while NCES funded administration of the teacher survey in the school effectiveness study. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the first follow-up. The **school effectiveness study (SES)** of the second follow-up was begun in the first follow-up with funds from the MacArthur Foundation and from NCES. NCES also sponsored the **follow-back study of excluded students (FSES)**, a continuation of the base year ineligible study of the first follow-up, which included 303 base year sample members who were ineligible to participate in the base year or first follow-up surveys. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion; some by personal interviews, and others by telephone.

1.5.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and free response science and mathematics items on the school effectiveness study cognitive test. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs.

1.5.3 Related Studies

Appendix B contains information on related NELS:88 enhancements, state augmentations and supplements, as well as data from other education studies which are available through NCES.

1.6 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labelled in the codebooks included in each data file user's manual.

While the extremely high value that is placed on confidentiality--not only by federal statute, but also by NCES and contractor standards--justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers who can justify a need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Researchers may apply to the Associate Commissioner for Education Statistics, Statistical Standards and Methodology Division, National Center for Education Statistics (NCES), if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.6.1 Base Year Data Tapes and Documentation

Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. A data file user's manual was produced for each of the public release data tapes.[11] Additional forms of documentation produced include the *NELS:88 Base Year Sample Design Report* which assesses the sampling procedures for the base year survey.[12] The *Psychometric Report for the NELS:88 Base Year Test Battery* gives an in-depth description of the rationale, development, and statistical properties of the eighth-grade cognitive test battery.[13] The

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[11] Ingels, S.J.; Abraham, S.Y.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-464, 90-466, 90-482 (ERIC ED 322-223), 90-484 (ERIC ED 322-222).

[12] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463 (ERIC ED 325-502).

[13] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468, ERIC ED 334-241.

NELS:88 Base Year Final Technical Report provides detailed documentation of the methodology of the survey.[14] Finally, *Quality of the Responses of Eighth-Grade Students in NELS:88* documents the reliability and validity of student responses.[15] A number of additional NELS:88 analysis reports and special tabulations are available from NCES. Information on published and planned future reports and tabulations is listed in Appendix C.

1.6.2 First Follow-Up Data Files and Documentation

Four public release data files were produced for the NELS:88 first follow-up, one for each study component--the dropout, student, teacher, and school surveys.[16] As with the base year data files, a data user's manual was provided for use with each public release first follow-up data file.[17] The student data file user's manual encompasses both the 1988 and 1990 waves of the study.

Other first follow-up documentation, including an assessment of sampling and the psychometric properties of the cognitive tests are reported in the *NELS:88 First Follow-Up Final Technical Report*.[18] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These reports, and their estimated release dates, are listed in Appendix C.

An electronic codebook released in the spring of 1993 on CD-ROM includes public use dropout data as well as student, school, and teacher data from the first follow-up. Also included in the first follow-up electronic codebook are public use student, parent, school, and teacher data from the base year. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text for each variable;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

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[14] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.; 1990; Chicago: NORC.

[15] Kaufman, P.; Rasinski, K.A.; Lee, R.; West, J. September 1991; NCES 91-487, ERIC ED 339-722.

[16] The school effectiveness study data will be released as a combined first and second follow-up data set.

[17] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030 (ERIC ED 347-780), 92-083, 92-084, 92-085.

[18] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

1.6.3 Second Follow-Up Tapes, Electronic Codebook on CD-ROM, and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

The second follow-up magnetic tapes and ECB/CD-ROM comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. The student cognitive test scores have been updated for the second follow-up release of the base year, first follow-up, and second follow-up files, and the ECB features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII contains additional information on the magnetic tape and CD-ROM releases.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix C.

II. Data Collection Instruments

This chapter provides a brief description of the dropout and student survey instruments and cognitive tests used in the second follow-up. All other instruments--the parent, school administrator, teacher, and new student supplement questionnaires--are described in Appendix A. Because of their similarity to the second follow-up documents, the content areas of the base year and first follow-up questionnaires will not be described in this manual. Appendix A, however, does give a comparative overview of the content areas in the base year and first follow-up questionnaires. Any differences in or additions to thematic areas in the second follow-up survey instruments are illustrated in Appendix A.

2.1 Instrument Development

The data collection instruments for the NELS:88 second follow-up were similar in content and form to those utilized in the prior waves. The second follow-up instruments consisted of a dropout, student, parent, teacher, and school administrator questionnaire, as well as a dropout and student cognitive test battery. The new student supplement, added in the first follow-up to elicit demographic information from newly freshened students, was again administered in the second follow-up.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in the second follow-up or later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Appendix E contains an outline of the items which overlap between the NELS:88 base year, first follow-up, and second follow-up questionnaires, HS&B senior cohort student questionnaires, and NLS-72 senior cohort student questionnaire.

A field test of the NELS:88 second follow-up, conducted in 1990 and 1991, examined survey instruments and procedures, and played a key role in instrument development. The second follow-up field test included six survey components: the dropout, student, parent, and school administrator surveys, the cognitive test battery, and the transcript component. Upon completion of field test data collection, the information gathered was used to inform planning for the main study. Analysis of field test data was also used to improve the measurement properties of test and questionnaire items, as well as to identify instrument items which needed to be modified or deleted for reasons of instrument length or item format. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up.*[1]

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[1] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

2.2 Survey Instruments and Content Coverage

2.2.1 Dropout Questionnaire

During the data collection period from January through October 1992, a dropout questionnaire was administered to sample members who, based on data gathered through administration of a status screener, were not in an academic program leading to a high school diploma and had not received a GED by the spring of 1992. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities, employment history, and future plans. The hour-long, self-administered questionnaire was normally completed with a NORC interviewer present, at either a group or single survey session. However, in some cases the dropout questionnaire was administered as a telephone interview. See section 2.2.4 for more details about telephone questionnaire administration in the second follow-up.

In addition to the English and Spanish-language dropout questionnaires, an 85-minute cognitive test battery was also administered to dropouts when possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts was collected in telephone interviews which preclude testing, the NELS:88 second follow-up achieved a comparatively low (41 percent) cognitive test completion rate for dropouts. For the ethnic breakdown of those sample members who completed a cognitive test battery, see Table 4.6-1 in Chapter IV.

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 second follow-up student questionnaire, as well as the HS&B 1982 dropout questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file. To facilitate the use of school contextual data with dropout data, on the restricted use CD-ROM delivery of the second follow-up data, a link is provided between a dropout and the first or second follow-up school the dropout last attended.

2.2.2 Student Questionnaire and Cognitive Tests

Sample members who attended school during the spring term of the 1991-92 school year were administered a student questionnaire, either at an in-school or off-campus survey session. Sample members who were administered a student questionnaire also included 1) those identified as dropouts at some earlier time, but who returned to and remained in school during the spring term of 1992, and 2) those alternative completers who had already passed the General Educational Development test (GED) or had obtained some other equivalency certification. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, occupational or postsecondary educational plans, jobs and household chores, school experiences and activities, work, and social activities. Information collected by the second follow-up student questionnaire supplies a baseline for the study of the NELS:88 cohort's transition to postsecondary education or entry into the labor market. The second follow-up student and dropout questionnaires were available in both English and Spanish.[2]

In addition to the student questionnaire, students completed a series of cognitive tests, also administered at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery for the second follow-up. Six forms of the cognitive test battery were produced in the second follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery (Version III). The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent. Given the limitations in testing time, this approach leads to a more accurate measurement than a single level design. Figure 2-1 illustrates the distribution of test versions to second follow-up sample members and defines the test combinations used in the second follow-up.

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[2] Eight dropouts and 41 students completed the Spanish-language questionnaire in the NELS:88 second follow-up. Because of the small number, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish--approximately 0.2 percent--is similar to the percentage of HS&B seniors who opted to complete Spanish-language questionnaires in 1980/1982.

Psychometric properties of the cognitive tests are discussed in the forthcoming *NELS:88 Second Follow-Up Psychometric Report*, the forthcoming *NELS:88 First Follow-Up Final Technical Report*, and the *Psychometric Report for the NELS:88 Base Year Test Battery*,[3] all obtainable from NCES.

2.2.3 New Student Supplement

First-time NELS:88 participants--due to freshening or previous ineligibility--completed the new student supplement questionnaire, which was available in English and Spanish. New student supplement data were also obtained for a number of first follow-up freshened students who had completed a student questionnaire but had not completed a new student supplement in 1990. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, family socioeconomic status, and race/ethnicity) about students and their families which was gathered by the base year questionnaire, but not repeated in the student questionnaire for later rounds.

2.2.4 Adapting Questionnaires for Telephone Administration

Two abbreviated versions of the second follow-up dropout and student questionnaires were administered during the final weeks of data collection. Adaptation of the dropout and student questionnaires for telephone administration made it necessary to drop from the self-administered questionnaire a small number of questions which did not lend themselves to being read aloud. A second abbreviated version of dropout and student questionnaires was developed as a refusal conversion tool and was administered to sample members who explicitly refused to complete the full length instrument. The refusal conversion variant of the original instruments consisted mainly of locator information and key items. The mode of administration for the abbreviated instruments was primarily telephone interview; a small percentage of abbreviated questionnaires were completed by personal interview. Adaptation of the dropout and student questionnaires for telephone administration was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. Appendix K lists 1) the items excluded from the dropout questionnaire used for telephone administration, 2) the items excluded from the student questionnaire used for telephone administration, 3) the items included on the dropout questionnaire for refusal conversion, and 4) the items included on the student questionnaire used for refusal conversion.

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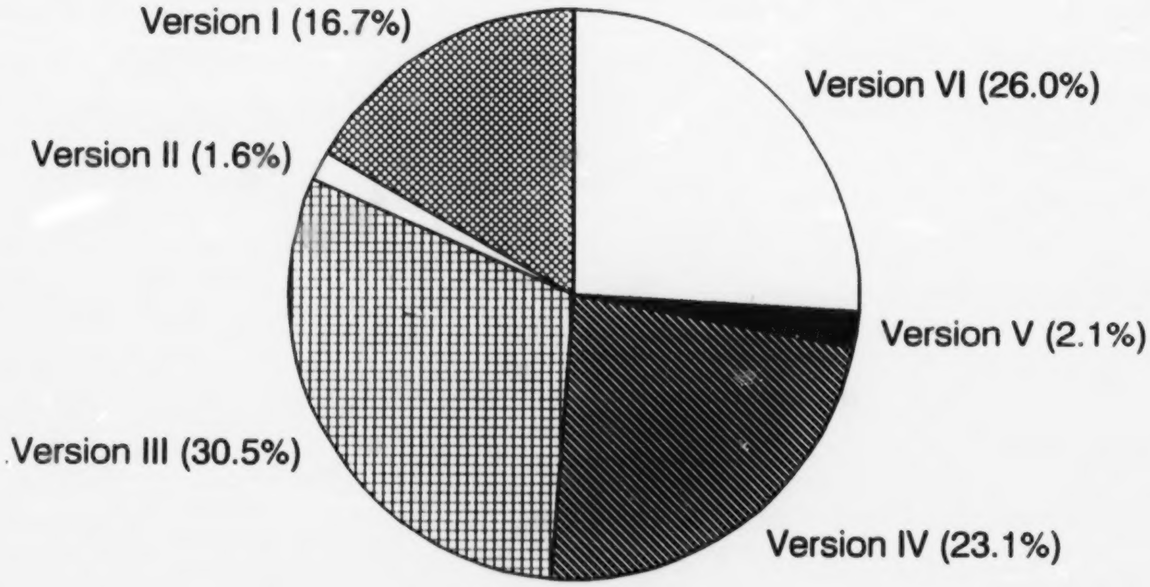
[3] Rock, D.A., and Pollack, J.M. April 1991.

Figure 2-1: Distribution of second follow-up test forms for sample members who completed a questionnaire (N = 14,226)



The second follow-up test forms differed from each other only in combination of reading and mathematics difficulty levels. Only one form existed for the subject areas of science and social studies (history/government). The six test combinations are listed below, by increasing level of difficulty.

Version I:	Easy mathematics and reading tests
Version II:	Easy mathematics test and difficult reading test
Version III:	Middle mathematics test and easy reading test
Version IV:	Middle mathematics test and difficult reading test
Version V:	Difficult mathematics test and easy reading test
Version VI:	Difficult mathematics and reading tests

III. Sample Design and Implementation; Survey Error Assessment

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year and first and second follow-up samples. It provides information on the calculation of sample weights and the relative efficiency of the sample design. This chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other potential sources of bias on estimates.

3.1 NELS:88 Sample Design

The following section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straightforward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

3.1.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample. Within each school approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average within-school sample size for the base year was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a target sample size of 1,032 schools was set. Some 1,052 schools--815 public and 237 private--participated and provided usable eighth-grade student data.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as a NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

3.1.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them.

Longitudinal Cohort. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up (including students who had died or moved out of the United States). Among the remaining 26,336 students, 348 were found to have dropped out of school;[1] all of these students were selected into the first follow-up with certainty (probability of selection equal to one).

It was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[2] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty. The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained. The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[3]

Freshened Sophomore Sample. The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process called freshening. The freshening procedure was carried out in four steps:

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[1] Included in this group are 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in the strict sense of the first follow-up dropout definition because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[2] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

[3] The measure of efficiency was computed as $1/(1+RV) \cdot 100\%$, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

1. For each school that contained at least one base year tenth-grade student selected for interview in 1990, a complete alphabetical roster of all tenth-grade students was obtained.

2. For each base year sample member, the next student on the list was examined. If the base year student was the last one listed on the roster, the first student on the roster was examined.

3. If the student who was examined was enrolled in the eighth grade in the U.S. in 1988, then the freshening process terminated. If the designated student was not enrolled in the eighth grade in the U.S. in 1988, then that student was selected into the freshened sample.

4. Whenever a student was added to the freshened sample in step 3, the next student on the roster was examined and step 3 was repeated. The sequence of steps 3 and 4 was repeated (adding more students to the freshened sample) until a student who was in the eighth grade in the U.S. in 1988 was reached on the roster.

The freshening process could yield zero, one, or more than one new sample member in a given school. Altogether, 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process (described below) either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples. After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling were also excluded from the second follow-up. Two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts.

Transfer students were subsampled as a cost-saving measure. Because of the large number of transfer students and the high costs of obtaining questionnaires from them, NORC selected a 20 percent subsample of transfer students in the spring of 1990. Of the 1,991 transfers, 386 were retained and 1,605 were dropped from the sample.

A fifty percent subsample of "potential dropouts" was drawn after the end of the regular data collection period in the spring of 1990. The subsampling encompassed those students who had not been located in the data collection phase and those who had been absent during data collection at the school. Those selected into the subsample were the object of renewed follow-up efforts to identify any "hidden dropouts" in these categories of cases. There were 742 "potential dropout" cases, of whom 357 were retained in the sample and pursued in the final data collection period of the study. In the course of final data collection, we did indeed find that substantial numbers of these "potential dropouts" (75 of the 357 subsample members) were confirmed as having been dropouts at the time of their school's survey session, and were included as part of the first follow-up dropout study; the remaining 282 were identified as still in school.

As a result of this subsampling, the longitudinal cohort and the tenth-grade freshened student samples were reduced by 1,990 cases, yielding a first follow-up sample size of 20,706[4] (see Table 3.1.2-1). While this number represents the number of sample members included on the public release data file, additional students--the 340 members of the sample of base year ineligibles found to be eligible or out-of-scope in the first follow-up were added to the second follow-up's re-release of the first follow-up sample files. Of the revised 20,840 sample, 855 represent the first follow-up freshened sample, 19,645 represent the longitudinal cohort that began with eighth graders in 1988, 312 represent the base year ineligibles later found to be eligible, and 28 represent the base year ineligibles found to be out-of-scope.

Sample of Base Year Ineligibles. The NELS:88 base year sample excluded students for whom the NELS:88 survey instruments would be unsuitable (i.e., students with a mental disability and students who are not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. Data were obtained on the numbers of such ineligibles to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at base year sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, another 35 percent because of language barriers, and 8 percent because of physical disability. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report.*

There were several reasons for adding a sample of ineligibles to the first follow-up design. One such consideration was a change in eligibility rules between base year and first follow-up. Because a Spanish translation of the first follow-up questionnaire was developed and because the requirement that standardized tests be administered was waived for those who could not complete them in English, it was feasible for some of the base year ineligibles to take part in the first follow-up who could not have taken part in the base year. Another consideration was the need to accommodate eligibility change,[5] as another means of providing for a probability sample of 1992 twelfth graders. Students whose ineligibility status had changed between 1988 and 1990 also could be surveyed in the first follow-up. However, even for those excluded base year students who still could not complete the NELS:88 instruments, collecting additional demographic information would help to better describe any undercoverage biases, while collecting school enrollment status information would facilitate a more accurate estimation of a national dropout rate between grades eight and ten.

Because the ineligibles had been excluded prior to the base year sample selection, NORC simulated the selection of a base year sample that included these ineligibles. Within each base year sample school, we applied the same within-school sampling rates that had been used in selecting the base year sample students. A total of 674 ineligibles were selected for the simulated base year sample by the

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[4] The provisional first follow-up sample size of 20,706 has been amended to include 340 base year ineligible students who were reclassified as eligible or out of scope in the first follow-up. Additionally, data for 23 sampling errors found among the students freshened into the sample or out of scope in the first follow-up as well as four additional sampling errors have been deleted. Finally, 179 first follow-up freshened dropouts have been excluded from the public use files. Accordingly, the revised first follow-up sample size is 20,840.

[5] While in general the tendency is for certain classes of ineligible students to become eligible (for example, speakers of other languages come to be proficient in English), in rare instances eligible 1987-88 eighth graders had become ineligible in the first or second follow-ups (for example, because of mental or physical problems engendered by an accident). We have treated students who were outside the United States in the 1991-92 school year as out-of-scope for the second follow-up, but they retain their overall sample eligibility. Future waves of NELS:88 may wish to reassess their eligibility for participation in those data collection efforts.

Table 3.1.2-1
First follow-up sample by race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706[c]
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed variable frequencies. This variable--race identified at the time of sampling--is not the same variable included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

[c] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 27 of section 3.1.2 under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

following procedure, with a final sample size of 653. The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. These questionnaires have been released with the rest of the first follow-up sample in the final release of the second follow-up data on the 1994 electronic codebook. Student questionnaire data from those who were successfully surveyed are included in the combined base year/first follow-up/second follow-up data release. For details of the sampling methodology and composition of the base year ineligibles sample, see the *NELS:88 First Follow-Up Final Technical Report*; for a statement of the data analysis implications of undercoverage of the limited English language proficient population, see section 3.4.1 of this manual.

3.1.3 Second Follow-Up Sample Design

There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the second follow-up. **Second**, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data--including school administrator, teacher, and transcript data--would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size.

Longitudinal Cohort. When second follow-up tracing of cohort members was completed, it was found that the first follow-up sample (that is, the sum of base year respondents and nonrespondents retained after first follow-up subsampling and first follow-up freshened students) was much more widely dispersed than had been anticipated. After eliminating the locations of the "known" dropouts[6] ($N=1,564$) from consideration (dropouts were sampled with certainty), the remaining eligible sample of students ($N=18,726$) was dispersed among 3,224 schools/locations.[7]

It was clear that even if no attempt were made to satisfy the second goal--retention with near certainty of Hispanics, Asians, and American Indians from the first follow-up sample--that the fifth goal of achieving a cluster of students in 1,500 schools could not be met without significant losses in sample efficiency, effective sample size, or both. Table 3.1.3-1 shows the distribution of students eligible for second follow-up sampling (excluding dropouts) by school size, as well as the number of schools with at least one sample member who was either Hispanic, Asian, or American Indian. The data in the table indicated that to achieve disproportionate retention of minority students most of the schools containing these students would have to be selected, leaving few additional sample selections to distribute among the remaining school sites and contradicting the initial sampling plan to include with certainty any school with at least five NELS:88 sample members enrolled at the school.

After consideration of several alternative allocations--taking into account the negative effects of subsampling on sample efficiency, the strong desire to retain as many Hispanics, Asians, and American Indians as possible, and the substantial investment made in two prior rounds in obtaining student, parent, teacher, and school data for those students who would have been subsampled out--it was decided to include all first follow-up sample members in the second follow-up sample.

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[6] In the second follow-up, dropouts were defined differently for sampling purposes than for data collection purposes. (See section 4.3.1 for further details regarding the definition of dropouts for data collection and assignment of questionnaire.) For sampling purposes, dropouts comprised all individuals who were classified in the first follow-up as ever having dropped out--that is, dropouts (individuals who were not enrolled in school in the spring term of 1990) and stopouts (spring term 1990 students with a recorded 1988-1990 dropout episode), regardless of their school enrollment status as of the second follow-up spring term 1991 tracing effort. In other words, dropouts who had since returned to school and stopouts who remained in school were still counted as dropouts for sampling purposes, along with institutionalized individuals and the additional dropouts identified during second follow-up tracing. And, of course, some dropouts for sampling purposes who were out of school after tracing returned to school and were interviewed as spring term 1992 students.

[7] Including dropouts, there were 4,788 locations. Once non-school locations associated with dropouts, early graduates, institutionalized sample members, home study students, and unlocatables were subtracted from the total, there were 2,258 school sites. Of these, 1,008 had a cluster of one student, 160 had a cluster size of two, 60 had a cluster size of three, and 1,030 had a cluster size of four or more students.

Table 3.1.3-1 Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total	With API,HIS,AI	Without
1	1974	579	1395
2	160	70	90
3	60	25	35
4	53	35	18
5	38	14	24
6	26	17	9
7	27	17	10
8	33	20	13
9	21	10	11
10	36	22	14
11	43	31	12
12	35	20	15
13	47	37	10
14	51	35	16
15	57	41	16
16	53	37	16
17	82	48	34
18	72	48	24
19	77	58	19
20	65	43	22
21	55	43	12
22	40	31	9
23	32	27	5
24	22	21	1
25	13	12	1
26	6	6	0
27	6	5	1
28	5	3	2
29	7	6	1
30	4	2	2
31	5	5	0
32	2	1	1
33	1	1	0
34	1	1	0
35	2	2	0
36	3	3	0
37	1	1	0
38	1	0	1
40	1	1	0
41	2	1	1
44	1	0	1

Table 3.1.3-1 (cont'd): Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total	With API,HIS,AI	Without
45	1	1	0
50	1	1	0
53	1	1	0
60	1	1	0
Total	3224	1383	1841

Note: known school-leavers are not included in the numbers above.

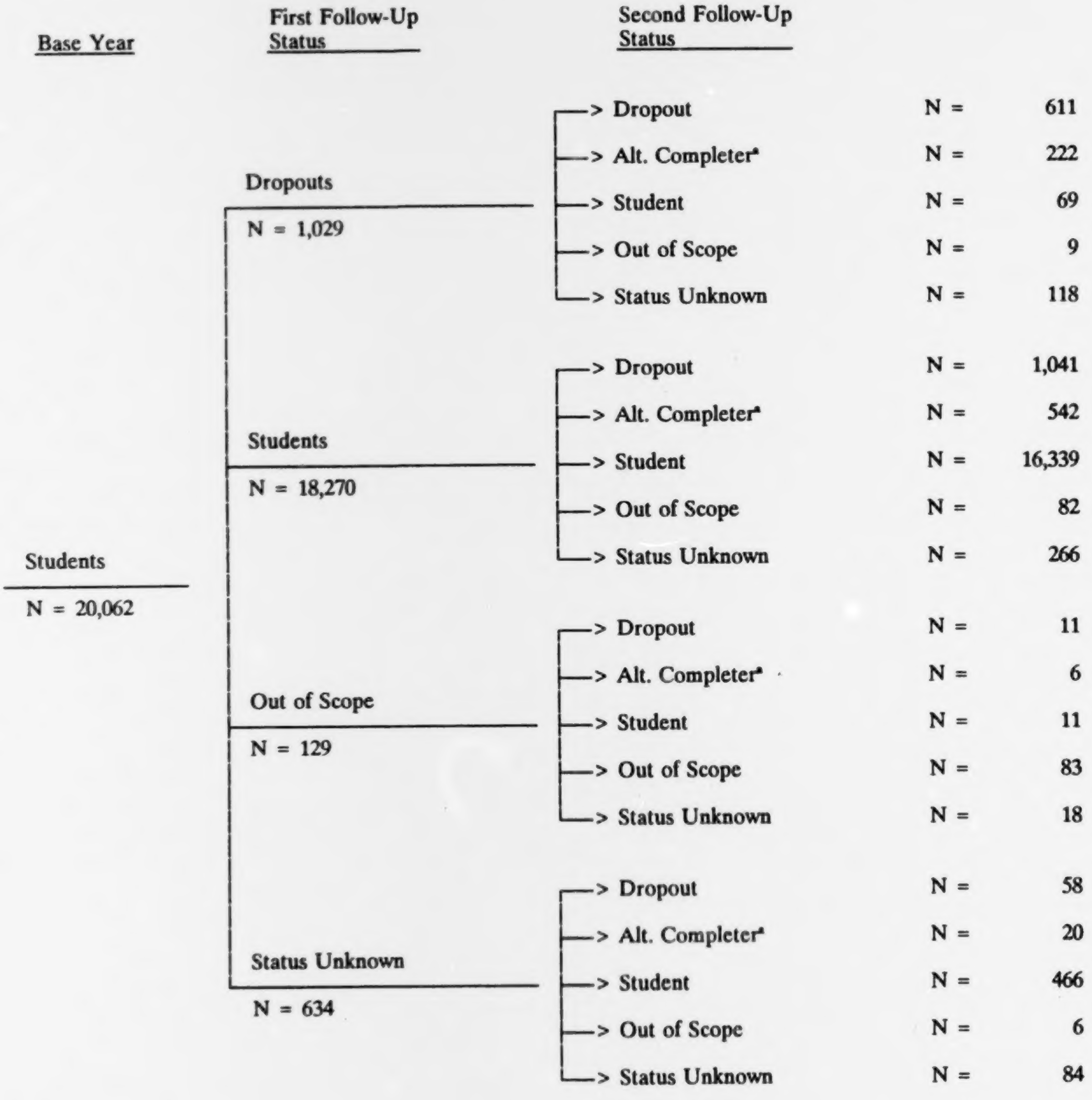
Teacher, school administrator, and transcript components were limited to a maximum of 1,500 schools. For this reason it was still necessary to select a sample of schools, although the students falling outside that sample would not be excluded from the study. For students in the 1,500 schools selected, the full range of data--student, parent, teacher, school administrator, and transcript data--were collected; for the students in a school not among those selected, only student and parent data were collected.

A total of 2,258 schools were identified in the second follow-up tracing of the NELS:88 first follow-up sample; 1,500 of these were targeted for contextual data collection. All 1,030 schools identified as having four or more first follow-up sample members enrolled were included in the school-level sample with certainty (i.e., probability of 1.0). Schools with three or fewer students were subjected to sampling according to the following process. A random sample of 321 of the 1,008 (probability=0.31845) schools identified as containing one first follow-up sample member was selected for retention in the sample. A random sample of 104 of the 160 (probability=0.65) schools containing two first follow-up sample members was selected for retention. Finally, a random sample of 45 of the 60 (probability=0.75) schools containing three sample members was selected. Figure 3-1 provides an illustration of the longitudinal sample design of the base year and first follow-up, as well as that of the second follow-up.

Users should note that school-level data from this sample of schools, to be used in analysis with second follow-up student data, must be adjusted with a weight calculated separately for these students. If that weight is not applied, there will be a potential for systematic bias with respect to those factors associated with attendance at schools with fewer NELS:88 students. For example, students who are more likely to transfer to different schools will be under-represented if the weight is not applied. Further details can be found in section 3.2 on second follow-up weighting.

Freshened Senior Sample. The sample "freshening" process was once again employed in the second follow-up to ensure that 1992 twelfth graders who had no opportunity for selection in the base year were included, thus eliminating one of two obstacles to the cohort being a valid probability sample

Figure 3-1: NELS:88 eighth-grade spring defined cohort status distribution in first and second follow-ups


Base Year
First Follow-Up Status
Second Follow-Up Status
Students
N = 20,062
Dropouts
N = 1,029
Dropout N = 611
Alt. Completer* N = 222
Student N = 69
Out of Scope N = 9
Status Unknown N = 118
Students
N = 18,270
Dropout N = 1,041
Alt. Completer* N = 542
Student N = 16,339
Out of Scope N = 82
Status Unknown N = 266
Out of Scope
N = 129
Dropout N = 11
Alt. Completer* N = 6
Student N = 11
Out of Scope N = 83
Status Unknown N = 18
Status Unknown
N = 634
Dropout N = 58
Alt. Completer* N = 20
Student N = 466
Out of Scope N = 6
Status Unknown N = 84

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*Alt. Completer = Alternative Completer or Alternative Student

Note: In addition to the 20,062 sample members listed above, an additional 1,126 sample members were added due to sample freshening. Thus, 20,062 and 1,126 equals the 21,188 cases found on the data file tape.

of 1991-1992 high school seniors. (The second obstacle was the prior exclusion of some 1988 eighth graders, which is addressed in the next section.) The procedure was implemented in four steps as described in section 3.1.2 above, with the exception that second follow-up freshening was also performed for students who were added to the NELS:88 cohort through freshening in the first follow-up; in other words, a first follow-up freshened student was treated like any cohort member and could bring in another student through freshening in the second follow-up.

This freshening procedure is an essentially unbiased method for producing a probability sample of students who were enrolled in the twelfth grade in 1992 but were not enrolled in the eighth grade in the U.S. in 1988. There is a very small bias introduced by the omission of eligible twelfth graders attending schools that included *no* students who were eighth graders in 1988.[8] There is an additional small bias introduced by not freshening on the members of the sample of base year ineligibles. All other 1992 twelfth graders who qualify for the freshening sample had some chance of selection. Because each 1988 eighth grader added through first follow-up freshening had a calculable, non-zero probability of selection into the base year sample, we can calculate the selection probabilities for all students eligible for the freshening sample. Thus, the freshening procedure produces a sample that meets the criterion for a probability sample.

Implementation of student sample freshening in the first and second follow-ups was subject to a set of eligibility rules that were patterned after but not identical to those of the base year. While again students with overwhelming physical, mental, or linguistic barriers to participation were excluded, students not sufficiently proficient in English to complete the tests or regular questionnaire but able to complete the student questionnaire in Spanish were classified as eligible and asked to complete the translated instrument. (Through the first follow-up base year ineligibles study and second follow-up followback study of excluded students, this liberalized eligibility criterion was also applied to excluded 1987-88 eighth graders at two points in time.) Of the 366 students initially sampled through the freshened process, 288 were found to be eligible and were brought into the cohort; 266 of the 288 were identified as being eligible to participate in the second follow-up. Some 22 of the 266 (8.3%) were later determined to be ineligible; 8 were excluded owing to physical or mental disabilities, 13 because they had moved out of the country, and 1 for language reasons.

It also should be noted that the school sample from which school contextual data (teacher questionnaires, school administrator questionnaires, and transcripts) were collected is not identical to the school sample as used for freshening. Freshening took place at all schools at which there were NELS:88 sample members **as of the first day of the 1991-92 school year.**[9] The school sample, for purposes of collecting contextual data, comprised the 1,387 schools that represent selected clusters (as traced in phase 1) at which 1) NELS:88 sample members were still present in the 1991-92 school year, and 2) provided at least one completed student questionnaire.

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[8] For purposes of implementation of the freshening process, a "school" was defined as an institution whose primary purpose is the provision of instruction and which grants diplomas or certificates. This definition categorically excludes certain types of places of instruction (e.g., prison schools).

[9] Only those freshened sample members who remained in school through the spring term became members of the HS&B-comparable NELS:88 sophomore cohort. However, autumn sophomores who had dropped out by spring were surveyed in both first and second follow-up. While these "freshened dropouts" were included on the original first follow-up public release, in the current re-release these cases appear only on the restricted use files.

Followback Study of Excluded Students. In the second follow-up, base year ineligibles who were found to be eligible in the first follow-up--whether dropouts or students--were treated as full cohort members. The base year ineligibles who were found to be still ineligible in the first follow-up constituted the bulk of the sample in the 1992 followback study of excluded students. Two additional groups of students, however, were also included in this component. First, a small number of first follow-up students selected for freshening were declared ineligible and were therefore included. Second, a quite small number of sample members who were eligible for participation in the base year became ineligible for the first follow-up or the second follow-up. These sample members eligible in a previous round(s) were a generally rare group to whom mentally or physically incapacitating events occurred, rendering them ineligible for the second follow-up main study but now eligible for the study of ineligibles.

The second follow-up followback study of excluded students pursued essentially the same objectives as informed the first follow-up base year ineligible study. Since the competence of any of these previously excluded students may change between waves, their eligibility status was reassessed through informed sources (typically, a special education teacher, guidance counsellor, or English-as-a-Second-Language teacher). Additionally, complete school enrollment status information was obtained, as well as confirmation of basic demographic characteristics.

This approach implemented in the first and second follow-ups allows for some deviance from the traditional definition of survey participation and a special weight creation to calculate dropout rates adjusted for ineligibility. The HS&B and NELS:88 base year definition of survey participation was, at minimum, completion of the student questionnaire. Nonrespondents, or those for whom there is no completed questionnaire in a round, receive no final (nonresponse-adjusted) weight and do not appear in the final data file, except for summary demographics and status flags.

The alternative approach is to acknowledge a second level of presence in the study, based on whether school enrollment status information and the most basic sociodemographic classification variables can be obtained. Particularly for the generation of school retention and dropout statistics, and in order to statistically accommodate students who are incapable of participation in the most strict sense of questionnaire and test completion (and those who are capable but did not participate) basic sociodemographic and school persistence information has been collected through school personnel or by proxy (usually a parent or guardian) for both nonparticipants and ineligibles. A special weight has been created to reflect this expanded definition of the "participating" population and can be applied to calculate, for example, adjusted national dropout rates for the periods between eighth, tenth and twelfth grades.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with parent data), while BYADMWT applies to the 1,035 school administrator questionnaires (17 base year school principals failed to complete a school questionnaire). These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The base year weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled schools did not return a completed questionnaire. The preliminary weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the base year weights are presented in Table 3.2.1-1.

Each school appearing on the NELS:88 base year school file, and each student appearing on the NELS:88 student file, has a value for the final weight variable. The weight represents the probability of selection into the sample, in addition to a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum, and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate (in terms of a probability of nonresponding) the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure--multi-dimensional raking--further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Table 3.2.1-1
NELS:88 base year statistical properties of sample case weights

Weight	School BYADMWT	Student BYQWT
Mean	37.46	122.29
Variance	2,109.17	4,359.16
Standard deviation	45.92	66.02
Coefficient of variation (× 100)	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.18
Kurtosis	9.47	16.32
Sum	38,774.12	3,007,779
Number of cases	1,035	24,599

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the 17 schools for which school administrator questionnaire data were unavailable though student questionnaire data had been obtained. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available.) This product was summed for participating and nonparticipating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

Basic First Follow-Up Weight (F1QWT). Calculation of the basic weight required somewhat different procedures for the three groups of the full first follow-up sample--1988 eighth graders deemed eligible for the base year survey, 1990 tenth graders who were not in the eighth grade in 1988, and 1988 eighth graders who were deemed ineligible for participation in the base year but were considered eligible to participate in the first follow-up.

Eligible 1988 Eighth Graders. With a few exceptions, those individuals who were eligible for the base year survey and selected into the base year sample in 1988 remained eligible for the first follow-up sample. (The exceptions involved cohort members who died, left the country, or suffered grave impairments between 1988 and 1990.)

The first step in constructing a basic weight for these sample cases involved developing a design weight that reflected the selection probabilities for each case. Each case selected for the base year sample (including base year nonparticipants) was assigned a base year design weight (BYDW) based on his or her probability of selection into the base year sample. The base year design weight reflected both the probability of selecting the base year school (inflated to adjust for school-level nonresponse) and the probability of selecting the student given that the school had been selected and agreed to participate. The base year design weight does not adjust for student-level nonresponse. The base year design weight was then multiplied by the inverse of the case's probability of selection for the first follow-up sample; the latter probability took into account the subsampling done during the first follow-up. More formally, the first follow-up design weight (FFUDW) for student i was defined as:

$$\mathrm{FFUDW}_i = \mathrm{BYDW}_i \times (1/P_{1i}),$$

in which P_{1i} represents the probability of selection for the first follow-up sample.

The next step was to adjust the design weight for first follow-up nonresponse. Weighted response rates were computed for subgroups of this portion of the first follow-up sample. (The weight used was the first follow-up design weight.) The subgroups were:

a. out of sequence students (i.e., those who were not in tenth grade in 1990);
b. dropouts identified at the time of initial first follow-up sampling;
c. students who had transferred out of the first follow-up school from which they were selected;
d. potential dropouts;
e. other students initially classified as attending schools with 3 or fewer base year students;
f. other students initially classified as attending schools with 4 or more base year students.

The product of the inverse of the relevant response rate and the first follow-up design weight served as a preliminary adjusted weight. These preliminary weights were then further adjusted to meet overall and marginal targets for the sums of the weights. The target for a given marginal category was the sum of the final base year weights for all base year sample cases in that category. The categories were based on base year school type (public, Catholic, NAIS private, and other private), student sex (male and female), race/ethnicity (non-Hispanic white, American Indian, Hispanic, Asian, non-Hispanic black, and unknown), and base year region (Northeast, Midwest, South, and West). The preliminary adjusted first follow-up weights were further adjusted until the sum of the weights for each marginal category (e.g., males) was equal to the corresponding sum of the final base year weights for that group. This final adjustment procedure is referred to as multidimensional raking.[10]

1990 Tenth Graders who were not 1988 Eighth Graders. All members of this population who are included in the first follow-up sample were selected through the freshening process. This process linked each 1990 tenth grader who was not a 1988 eighth grader to a student who was an eighth grader in 1988. The first follow-up design weight (FFUDW) for each student in the freshening sample is therefore equal to the first follow-up design weight of the base year student to whom he or she was linked. For purposes of variance estimation, both students are considered members of the same stratum and school.

The nonresponse adjustment for this portion of the sample involved two steps. First, the first follow-up design weight (FFUDW) for responding students in the freshening sample was inflated by a factor equal to the inverse of the weighted response rate for this portion of the sample. (The first follow-up design weight was the weight used in computing this response rate.) Second, the marginal distributions of the weights of the respondents were adjusted, by raking, to match the corresponding distributions for all cases selected through freshening (including nonrespondents). The two dimensions used in the raking procedure were sex and race/ethnicity (non-Hispanic white, American Indian, Hispanic, Asian, non-Hispanic black, and unknown as the categories).

1988 Ineligible Eighth Graders who were Eligible for the First Follow-Up. A number of students who were not capable of participating in the base year were eligible for participation in the first follow-up. F1QWTs for these students were calculated during the course of the second follow-up weighting process and were developed using several of the second follow-up procedures. These procedures are discussed in more detail in section 3.2.3.

The first follow-up design weight was obtained by dividing the base year design weight by .42 to allow for the subsampling that was done for this group. Nonresponse adjustment cells were defined based on a combination of their base year and first follow-up status (see step 1 in section 3.2.3), gender and race (API/Hispanic, other). Each respondent's first follow-up design weight was then multiplied by the inverse of the weighted response rate (using the first follow-up design weight) for their cell. This adjusted weight serves as their F1QWT.

First Follow-Up Panel Weight (F1PNLWT). The panel weight was developed only for those cases who were selected for both the base year and first follow-up samples and who provided complete data in both rounds. The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds. As with the basic first follow-up weight, the target sum of weights for the panel weight was the sum of the final base year weights for all base year sample cases who remained eligible for the first follow-up sample. The same six nonresponse adjustment groups and multidimensional raking procedures used in calculating the basic first follow-up weight were also used in calculating the panel weight.

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[10] Multidimensional raking was also used in the base year weighting process. Although it is generally true that the base year weight for a student should be less than the first follow-up weight, this relationship may sometimes be reversed. This is a consequence of the raking procedure. The use of raking may also sometimes produce a reversal of the ordering for panel weights (described in the next section) relative to the basic first follow-up weight; that is, the first follow-up panel weight for an individual may be less than the individual's basic first follow-up weight.

First Follow-Up Dropout Special Weights (F1DQAJWT and F1DPAJWT). In the first follow-up, approximately twenty-five percent of dropout questionnaire completers received an abbreviated version of the document. To adjust for these missing items, two special abbreviated questionnaire weights--one cross-sectional (F1DQAJWT) and one longitudinal (F1DPAJWT)--were generated. These weights can be used to analyze data reflecting items that did not appear on the abbreviated questionnaires. Statistical properties of these weights are described in Table 3.2.2-1 below. An account of the procedures used to produce these weights is given in the *First Follow-Up: Dropout Component Data File User's Manual* (3.3.3, pp. 37-38).

Results of Weighting. To check the sample case weights, we analyzed the statistical properties of the weights; Table 3.2.2-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for both of the weights included on first follow-up data files.

Table 3.2.2-1
NELS:88 first follow-up statistical properties of sample weights for dropouts on the 1990 release of the first follow-up dropout files*

WEIGHT	F1QWT	F1PNLWT	F1DQAJWT	F1DPAJWT
Mean	207.77	236.55	275.36	307.23
Variance	146,708.24	201,092.89	318,509.93	436,903.37
Standard Deviation	383.03	448.43	564.37	660.99
Coefficient of Variation (× 100)	184.35	189.57	204.96	215.14
Minimum	13.01	15.95	17.31	20.14
Maximum	6,996.81	7,479.71	10,044.68	10,529.21
Skewness	10.92	10.33	11.89	11.18
Kurtosis	151.94	133.88	170.06	145.47
Sum	216,705	180,959	216,705	180,959
Number of Cases	1,043	765	787	589

* This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 27 of section 3.1.2, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

Users should note that compared to the base year questionnaire weight (BYQWT), the first follow-up questionnaire (F1QWT) and panel (F1PNLWT) weights are larger, on average, and more variable. (For BYQWT, refer to Table 3.2.1-1 above.) This mostly reflects the effect of subsampling students at different rates depending upon the number of other NELS:88 students with whom they were clustered in their first follow-up schools.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT	This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.
F2PNLWT	This panel weight applies to sample members who completed a questionnaire in all three rounds of NELS:88. This can be used to make projections to the population of 1988 eighth graders.
F2F1PNWT	This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.
F2CXTWT	This cross-sectional weight applies to students who attended the schools selected for inclusion in the teacher and school administrator components and who completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the teacher and school administrator data despite the bias against small cluster sizes in sample selection. **This weight does not pertain to out-of-school sample members.**
F2TRSCWT	This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.
F2TRP1WT	This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.
F2TRP2WT	This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990-1992 test and questionnaire data.

F2PAQWT This cross-sectional weight applies to all students for whom we collected a parent questionnaire during the second follow-up.

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight questionnaire weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. The values remained static and were used throughout the process for all weights. Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population.

Step 1. Develop a classification scheme.

All sample members were divided into basic sample groups depending upon their status during data collection for each of the three rounds of NELS:88. Freshened students were assigned the status of their linked student for those rounds where they had not been in the sample. Students for whom status was unknown had their status imputed based upon the distribution of status across others in their base year, first follow-up or second follow-up categories and, where group size permitted, race and gender were also considered. The eight basic classification categories for a single round are defined as:

1. Eligible, dropout as of survey date

2. Eligible, in school, in expected grade

3. Eligible, in school, not in expected grade

4. Ineligible

    a. in school, in expected grade
    b. in school, not in expected grade
    c. not in school

5. Out of scope (deceased or out of country)

6. Eligible, freshened, dropout as of survey date

7. Eligible, freshened, in school

8. Ineligible, freshened

In this classification scheme, "dropout" (following the High School and Beyond definition) generally refers to a student who has left a diploma-granting high school program. This included members who were not pursuing an education at all, home study students, members who were continuing their education in a non-traditional setting (e.g., preparing for the GED examination), and institutionalized sample members. There are two exceptions to this general rule. First, early graduates were included in the "in school" category. Second, because sample members who attended non-traditional schools during the first follow-up were classified as students then, they were treated as such during the calculation of their first follow-up status.

"Ineligible" refers to members who were not given the questionnaires due to a language barrier or a mental or physical incapacity.

"Expected grade" means tenth grade in the first follow-up and twelfth grade or early graduate in the second follow-up.

Step 2. Establish second follow-up design weight.

The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated. For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT,[11] the design weight used is equal to the first follow-up design weight. Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

Step 3. Adjust for second follow-up nonresponse.

Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

Step 4. Perform multidimensional raking.

Sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted through a raking step. The total sum of the weights and percentage distributions that were used in raking were developed as follows:

a) Targets were developed that used the second follow-up expanded sample weight. The second follow-up expanded weight is a weight that was calculated for every sample member[12] in order to estimate national dropout rates. It was used in developing total sum of weights targets to ensure consistency in dropout rates derived when using questionnaire weights. These targets were calculated separately for each of the eight questionnaire weights and reflected the characteristics of each weight's inference population. Two types of target numbers were developed. The sum of expanded weights for a given questionnaire weight's inference population was used as the target total population for that questionnaire weight. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for dropout rates between base year and first follow-up, dropout rates between first follow-up and second follow-up, first follow-up status (from step 1) and second follow-up status (from step 1).

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[11] Included in the transcript data files are approximately 90 students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

[12] For sample members not freshened in the second follow-up, the process involved using a multidimensional raking procedure to adjust the second follow-up design weight where the marginal target categories were based on roster race (API, Hispanic, other, unknown) and gender, base year school type, base year school region, base year school urbanicity, and the status values from the classification scheme described above in step 1. Target margins for the expanded weight were calculated using the first follow-up expanded sample weight (a similar weight developed in the first follow-up for estimating the 1988-90 dropout rate) for students for whom one was calculated and first follow-up design weights for the first follow-up sample members who did not receive a first follow-up expanded weight (such as the freshened). Second follow-up freshened students have their second follow-up design weight as their expanded sample weight. This step was performed for the sample as a whole.

b) Additional percentage targets were developed for raking using first follow-up weights. Calculated independently for each of the eight weights according to the characteristics of each inference population, these targets used F1QWT for sample members who had been eligible for the first follow-up questionnaire or the first follow-up design weight for those who were not. Weighted frequencies calculated using these weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

Table 3.2.3-1
NELS:88 second follow-up statistical properties of sample weights for dropouts on the second follow-up dropout file

WEIGHT	**F2QWT**	**F2PNLWT**	**F2F1PNWT**
Mean	222.76	260.23	240.87
Variance	89,947.81	129,802.80	103,527.40
Standard Deviation	299.91	360.28	321.76
Coefficient of Variation (× 100)	134.64	138.44	133.58
Minimum	8.00	10.58	9.75
Maximum	5,554.78	6,413.02	5,685.37
Skewness	8.26	9.07	8.65
Kurtosis	102.32	117.90	109.50
Sum	451,752	393,475	442,477
Number of Cases	2,028	1,512	1,837

Results of Weighting. To check the sample case weights, we analyzed the statistical properties of the weights; Table 3.2.3-1 above displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weights included on second follow-up data files. Tables showing results for the remaining three weights can be found in the forthcoming school (contextual weight), transcript (transcript weight), and parent (parent weight) data file user's manuals and the *NELS:88 Second Follow-Up Sample Design Report*.

3.3 Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[13] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effect for this section:

$$\text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2} \qquad (1)$$

$$\text{DEFT} = \frac{\text{DESIGN-SE}}{\text{SRS-SE}} \qquad (2)$$

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

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[13] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

3.3.1 Base Year Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 base year student, parent, and school data.[14] The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of the questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

Results. Design effects for questions selected from the student questionnaire are presented in Table 3.3.1-1. On the whole, the design effects indicate that the NELS:88 sample was slightly more efficient than the High School and Beyond sample. For means and proportions based on student questionnaire data for all students (see Table 3.3.1-1), the average design effect in the NELS:88 base year was 2.54; the comparable base year figure was 2.88 for the High School and Beyond sophomore cohort and 2.69 for the senior cohort. Table 3.3.1-2 gives the mean design effects (DEFFs) and mean root design effects (DEFTs) for each subgroup. This table shows that the difference is also apparent for subgroup estimates. The *High School and Beyond Sample Design Report*[15] presents design effects for ten subgroups defined similarly to those in Table 3.3.1-2. For eight of the ten subgroups, the NELS:88 design effects are smaller on the average than those for both the High School and Beyond sophomore and senior cohorts. The increased efficiency is especially marked for students attending Catholic schools. In NELS:88, the average design effect is 2.70; in High School and Beyond, it was 3.60 for the sophomores and 3.58 for the seniors.

The smaller design effects in the NELS:88 base year may reflect the somewhat smaller cluster size used in the later survey. The High School and Beyond base year sample design called for 36 sophomore and 36 senior selections from each school; the NELS:88 sample called for the selection of only 24 students (plus, on average, two oversampled Hispanics and Asians) from each school. Clustering tends to increase the variability of survey estimates, because the observations within a cluster are similar and therefore add less information than independently selected observations.

3.3.2 First Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 first follow-up student and dropout data. The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because of the lack of perfect overlap between questions on the student and dropout questionnaires, and

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[14] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

[15] Frankel, M; Kohnke, L.; Buonanno, D.; and Tourangeau, R. 1981; Chicago: NORC.

Table 3.3.1-1
NELS:88 base year student questionnaire data: standard errors and design effects (*N*=24,599)

All Students

Survey item (or composite variable)		Esti-mated	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Mother/female guardian living	BYS2A	99.35	0.06	1.35	1.16	24126	0.05
Father/male guardian living	BYS7A	91.48	0.26	1.94	1.39	22775	0.19
Expect to attend public high school	BYS14	88.13	0.43	4.21	2.05	24156	0.21
Father finished college	BYS34A	29.36	0.65	4.18	2.04	20450	0.32
Mother finished college	BYS34B	22.94	0.50	3.03	1.74	21504	0.29
Parents require chores to be done	BYS38B	90.11	0.23	1.39	1.18	24392	0.19
Watch more than 2 hrs of TV per weekday	BYS42A	66.35	0.47	2.18	1.48	22042	0.32
I feel good about myself	BYS44A	92.26	0.23	1.73	1.31	24355	0.17
Good luck more important than hard work	BYS44C	11.87	0.25	1.48	1.22	24245	0.21
Every time I get ahead something stops me	BYS44F	28.50	0.40	1.87	1.37	24266	0.29
Plans hardly work out, makes me unhappy	BYS44G	20.16	0.34	1.78	1.34	24258	0.26
I feel I do not have much to be proud of	BYS44L	14.26	0.29	1.64	1.28	24200	0.22
Expects to finish college	BYS45	65.44	0.49	2.62	1.62	24384	0.30
Expects to graduate from high school	BYS46	98.20	0.10	1.46	1.21	24332	0.09
Talk to father about planning H.S. prgrms	BYS50A	73.98	0.41	2.05	1.43	23795	0.28
Student cutting class a problem at school	BYS58C	14.96	0.37	2.51	1.58	23849	0.23
Student use of alcohol a problem at school	BYS58G	15.32	0.35	2.23	1.49	23838	0.23
Parents wanted R to take algebra	BYS62	57.42	0.60	2.25	1.50	15084	0.40
Enrolled in advanced mathematics	BYS66D	41.09	0.51	2.46	1.57	23159	0.32
English will be useful in my future	BYS70C	84.14	0.30	1.60	1.26	23379	0.24
Afraid to ask questions in social studies	BYS71B	15.09	0.32	1.82	1.35	23225	0.23
Ever held back a grade in school	BYS74	17.66	0.37	2.12	1.46	22771	0.25
Often come to class without homework	BYS78C	21.86	0.34	1.60	1.26	23062	0.27
Participated in school varsity sports	BYS82B	47.85	0.57	2.96	1.72	22578	0.33
Participated in dance	BYS82G	26.67	0.50	2.86	1.69	22383	0.30
Participated in religious organization	BYS82T	14.89	0.34	2.07	1.44	22120	0.24
Reading test formula score	BYTXRFS[c]	10.23	0.08	4.12	2.03	23791	0.04
Mathematics test formula score	BYTXMFS[c]	15.98	0.16	4.99	2.23	23778	0.07
Science test formula score	BYTXSFS[c]	09.86	0.08	4.82	2.20	23765	0.04
History/government test formula score	BYTXHFS[c]	15.12	0.11	5.01	2.24	23673	0.05
Mean				2.54	1.56		
Minimum				1.35	1.16		
Maximum				5.01	2.24		
Standard deviation				1.11	0.33		
Median				2.15	1.47		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of random sampling.

[c] Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-2
Mean design effects (DEFFs) and root design effects (DEFTs) for base year student questionnaire data

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Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male[a]	1.98	1.39
Female	1.93	1.38
White and other[b]	2.25	1.48
Black	1.65	1.27
Hispanic	2.06	1.41
Asian/Pacific Islander	2.00	1.40
Public schools	2.27	1.48
Catholic schools	2.70	1.59
Other private schools	8.80	1.83
Low SES	1.58	1.25
Middle SES	1.66	1.28
High SES	1.84	1.34

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[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-3 NELS:88 first follow-up: Standard errors and design effects for student and dropout completers (N=19,264)[a]

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
Sure to graduate from H.S	F1S18A	95.51	0.403	7.182	2.680	18945	0.150
Sts in collg Prep/acadmc pgm	F1S20C	31.56	0.784	5.362	2.315	18843	0.339
Sts in vocational/tec pgms	F1S20D	11.50	0.435	3.504	1.872	18843	0.232
Watch more than 2hrs/per weekdy	F1S45A	54.52	0.693	3.491	1.868	18026	0.371
Expect to finish college	F1S49	54.95	0.776	4.627	2.151	19023	0.361
At age 30 exp to be a manager	F1S53F	5.23	0.252	2.300	1.517	17959	0.166
At age 30 exp to be in the military	F1S53G	2.97	0.188	2.204	1.485	17959	0.127
At age 30 exp to be an operative	F1S53H	1.43	0.223	6.318	2.513	17959	0.089
At age 30 exp to be a clergyman	F1S53J	18.11	0.535	3.465	1.861	17959	0.287
At age 30 exp to be a technician	F1S53P	4.67	0.223	2.007	1.417	17959	0.157
At age 30 doesn't know what to be	F1S53S	10.47	0.365	5.376	2.319	17959	0.157
Others in home speak Spanish	F1S55	57.69	2.296	8.462	2.909	3919	0.789
I feel good about myself	F1S62A	91.99	0.292	2.083	1.443	18007	0.202
Luck is more imprtnt than hrd wk	F1S62C	12.64	0.460	3.427	1.851	17887	0.248
Something always prevnts success	F1S62F	27.90	0.607	3.277	1.810	17889	0.335
My plans do not work out	F1S62G	22.55	0.545	3.034	1.742	17837	0.313
I do not have much to be proud of	F1S62L	17.41	0.471	2.746	1.657	17800	0.284
Live with other adult male in hh	F1S92C	7.04	0.376	4.129	2.032	19109	0.185
Live with mother in same hh	F1S92D	88.39	0.463	3.991	1.998	19109	0.232
Live with stepmother in same hh	F1S92E	3.04	0.192	2.391	1.546	19109	0.124
Live with boy/girl friend	F1S92H	1.34	0.129	2.396	1.548	19109	0.083
Live with own children	F1S92I	3.69	0.235	2.970	1.723	19109	0.136
Parents require chores to be done	F1S100E	94.29	0.269	2.327	1.525	17324	0.176
#-Grandparents in same household	F1S93C	0.10	0.005	2.462	1.569	16672	0.003
#-Relatives under 18 in same hh	F1S93D	0.09	0.006	2.423	1.557	16625	0.004
#-Nonrelatives under 18 in hh	F1S93F	0.04	0.004	2.202	1.484	16578	0.003
Reading test formula score	F1TXRIR[d]	21.08	0.133	5.215	2.284	17832	0.058
Mathmtcs test formula score	F1TXMIR[d]	35.53	0.220	5.661	2.379	17793	0.092
Science test formula score	F1TXSIR[d]	13.68	0.090	5.581	2.362	17684	0.038
Hist/Geog/Civ test formula score	F1TXHIR[d]	18.94	0.098	5.121	2.263	17591	0.043
Mean				3.858	1.923		
Minimum				2.007	1.417		
Maximum				8.462	2.909		
Standard deviation				1.681	0.408		
Median				3.446	1.856		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-4 NELS:88 first follow-up:
Standard errors and design effects, all respondents, panel sample (N=17,424)[a]

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
Sure to graduate from H.S.	F1S18A	95.82	0.420	7.580	2.753	17208	0.153
STS in college prep/academic pgms	F1S20C	32.61	0.837	5.439	2.332	17065	0.359
STS in vocational/technical pgms	F1S20D	11.08	0.439	3.337	1.827	17065	0.240
Watch TV more than 2 hrs/per wkday	F1S45A	54.44	0.719	3.428	1.851	16448	0.388
Expect to finish college	F1S49	56.47	0.799	4.473	2.115	17223	0.378
At age 30 expect to be a manager	F1S53F	5.22	0.272	2.440	1.562	16333	0.174
At age 30 exp to be in the military	F1S53G	2.94	0.196	2.197	1.482	16333	0.132
At age 30 exp to be an operative	F1S53H	1.47	0.244	6.723	2.593	16333	0.094
At age 30 exp to be a clergyman	F1S53J	18.58	0.561	3.398	1.843	16333	0.304
At age 30 expect to be technician	F1S53P	4.63	0.215	1.708	1.307	16333	0.165
At age 30 doesn't know what to be	F1S53S	10.11	0.370	5.059	2.249	16333	0.165
Others in home speak Spanish	F1S55	57.59	2.232	6.921	2.631	3394	0.848
I feel good about myself	F1S62A	92.09	0.311	2.185	1.478	16450	0.210
Luck is more imp than hard work	F1S62C	12.12	0.458	3.218	1.794	16345	0.255
Something always prevents success	F1S62F	27.24	0.639	3.369	1.835	16351	0.348
My plans do not work out	F1S62G	21.92	0.557	2.955	1.719	16301	0.324
I do not have much to be proud of	F1S62L	16.79	0.471	2.583	1.607	16269	0.293
Live with other adult male in hh	F1S92C	6.85	0.410	4.558	2.135	17302	0.192
Live with mother in same hh	F1S92D	88.59	0.501	4.297	2.073	17302	0.242
Live with stepmother in same hh	F1S92E	3.11	0.213	2.607	1.615	17302	0.132
Live with boy/girl friend	F1S92H	1.28	0.136	2.527	1.589	17302	0.085
Live with own children	F1S92I	3.61	0.248	3.059	1.749	17302	0.142
Parents require chores to be done	F1S100E	94.52	0.277	2.350	1.533	15857	0.181
#-Grandparents in same household	F1S93C	0.10	0.005	2.390	1.546	15305	0.003
#-Relatives under 18 in same house	F1S93D	0.08	0.006	2.565	1.601	15264	0.004
#-Nonreltves under 18 in same hh	F1S93F	0.04	0.004	2.170	1.473	15227	0.003
Reading test formula score	F1TXRIR[d]	21.31	0.136	5.014	2.239	16304	0.061
Mathematics test formula score	F1TXMIR[d]	35.93	0.222	5.342	2.311	16270	0.096
Science test formula score	F1TXSIR[d]	13.80	0.092	5.341	2.311	16181	0.040
History/Geog/Civ test formla score	F1TXHIR[d]	19.11	0.099	4.816	2.194	16096	0.045
Mean				3.802	1.912		
Minimum				1.708	1.307		
Maximum				7.580	2.753		
Standard deviation				1.574	0.390		
Median				3.353	1.831		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-5 NELS:88 first follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–full sample[a]

Group	Mean DEFF	Mean DEFT
Students	3.858	1.923
Dropouts	4.713	1.999
Male[b]	3.370	1.797
Female	3.454	1.813
White	3.051	1.712
Black	3.615	1.827
Hispanic	3.555	1.755
Asian/Pacific Islander	2.765	1.627
American Indian/ Alaskan Native	2.415	1.442
Public schools	3.226	1.755
Catholic schools	2.668	1.535
Other private schools	6.650	2.421
Low SES	2.838	1.649
Middle SES	3.088	1.719
High SES	3.477	1.797
Urban	3.478	1.847
Suburban	3.475	1.799
Rural	2.668	1.578

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table 3.3.1-6 NELS:88 first follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--panel sample[a]

Group	Mean DEFF	Mean DEFT
Students	3.802	1.912
Dropouts	4.705	1.997
Male[b]	3.456	1.817
Female	3.324	1.783
White	3.101	1.729
Black	3.804	1.867
Hispanic	2.643	1.591
Asian/Pacific Islander	2.758	1.609
American Indian/ Alaskan Native	2.066	1.362
Public schools	3.147	1.736
Catholic schools	2.619	1.513
Other private schools	6.529	2.391
Low SES	2.797	1.644
Middle SES	3.138	1.732
High SES	3.576	1.817
Urban	3.463	1.842
Suburban	3.412	1.788
Rural	2.634	1.571

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

**Table 3.3.1-7 NELS:88 first follow-up:
Standard errors and design effects, dropouts, full sample (N=1,043)[a]**

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get along w/others	F1D6E	19.05	2.604	4.392	2.096	1000	1.243
R had no feeling of safety in school	F1D6K	11.41	2.142	4.535	2.129	1000	1.006
R had no feeling of belonging	F1D6P	24.97	3.230	5.563	2.359	1000	1.369
R dropped out because failing grades	F1D6R	42.10	3.506	5.038	2.245	1000	1.562
R had passing grade when last in school	F1D9	18.10	2.185	3.265	1.807	1015	1.209
Sts were in college prep/acad program	F1D16C	7.70	3.208	14.686	3.832	1015	0.837
Sts were in vocatnl/tech training	F1D16D	12.16	1.952	3.617	1.902	1015	1.026
Sts expect to finish college	F1D38	12.36	2.611	6.457	2.541	1027	1.027
At age 30 exp to be an employee	F1D39A	9.27	1.855	3.925	1.981	960	0.936
At age 30 exp to be a farmer	F1D39C	4.12	3.291	26.265	5.125	960	0.642
At age 30 exp to be a homemaker	F1D39D	3.01	0.828	2.255	1.502	960	0.551
At age 30 exp to be a manager	F1D39F	4.69	1.130	2.742	1.656	960	0.682
At age 30 exp to be in the military	F1D39G	3.61	0.652	1.172	1.083	960	0.602
At age 30 exp to be an operative	F1D39H	4.30	0.934	2.033	1.426	960	0.655
At age 30 exp to be a clergyman	F1D39J	7.45	2.708	10.201	3.194	960	0.848
At age 30 exp to be a school teacher	F1D39N	0.40	0.191	0.889	0.943	960	0.203
At age 30 exp to be a technician	F1D39P	2.90	0.600	1.227	1.108	960	0.542
At age 30 do not know what to be	F1D39S	15.16	1.735	2.244	1.498	960	1.158
Others in home speak spanish	F1D42	78.99	4.734	3.686	1.920	274	2.466
Live w/father in same house	F1D86A	31.16	2.558	3.084	1.756	1012	1.457
Live w/other adult male in hh	F1D86C	14.13	2.109	3.706	1.925	1012	1.095
Live with mother in same hh	F1D86D	69.97	2.814	3.810	1.952	1012	1.442
Live w/stepmother in same hh	F1D86E	2.66	0.635	1.576	1.255	1012	0.506
Live w/other adult female in hh	F1D86F	15.39	2.657	5.482	2.341	1012	1.135
Live with boy/girl friend	F1D86H	7.31	1.173	2.052	1.433	1012	0.809
Live with own children	F1D86I	18.42	2.448	4.031	2.008	1012	1.219
#-Sisters living in same hh	F1D87B	0.63	0.063	4.431	2.105	958	0.030
#-Grandparents in same hh	F1D87C	0.16	0.038	6.109	2.472	932	0.015
#-Relatives under 18 in same hh	F1D87D	0.19	0.030	1.056	1.028	934	0.029
#-Non relatives under 18 same hh	F1D87F	0.11	0.028	1.858	1.363	927	0.021
Mean				4.713	1.999		
Minimum				0.889	0.943		
Maximum				26.265	5.125		
Standard deviation				4.953	0.860		
Median				3.696	1.923		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-8 NELS:88 first follow-up: Standard errors and design effects, dropouts, panel sample ($N=765$)[a]

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get alng w/others	F1D6E	20.05	3.228	4.784	2.187	737	1.476
R had no feeling of safety in school	F1D6K	12.12	2.648	4.845	2.201	737	1.203
R had no feeling of belonging	F1D6P	23.22	3.932	6.382	2.526	737	1.556
R dropped out because of failing grades	F1D6R	39.87	4.083	5.118	2.262	737	1.805
R had passng grades when last in school	F1D9	16.95	1.956	2.022	1.422	745	1.376
Sts were in college prep/acad program	F1D16C	8.43	4.084	16.035	4.004	743	1.020
Sts were in vocational/tech training	F1D16D	13.21	2.365	3.619	1.902	743	1.243
Sts expect to finish college	F1D38	11.84	3.177	7.300	2.702	756	1.176
At age 30 exp to be an employee	F1D39A	9.52	2.182	3.884	1.971	704	1.107
At age 30 exp to be a farmer	F1D39C	5.29	4.147	24.127	4.912	704	0.844
At age 30 exp to be a homemaker	F1D39D	2.20	0.786	2.016	1.420	704	0.554
At age 30 exp to be a manager	F1D39F	4.95	1.430	3.058	1.749	704	0.818
At age 30 exp to be in the military	F1D39G	3.54	0.788	1.277	1.130	704	0.697
At age 30 exp to be an operative	F1D39H	4.45	1.141	2.153	1.467	704	0.778
At age 30 exp to be a clergyman	F1D39J	6.73	2.772	8.611	2.934	704	0.945
At age 30 exp to be a school teacher	F1D39N	0.49	0.247	0.883	0.939	704	0.263
At age 30 exp to be a technician	F1D39P	2.92	0.678	1.142	1.068	704	0.635
At age 30 do not know what to be	F1D39S	15.03	2.012	2.228	1.493	704	1.348
Others in home speak spanish	F1D42	79.63	5.197	3.347	1.829	202	2.841
Live with father in same house	F1D86A	30.89	3.018	3.144	1.773	738	1.702
Live with other adult male in hh	F1D86C	14.28	2.502	3.769	1.941	738	1.289
Live with mother in same hh	F1D86D	68.29	3.366	3.856	1.964	738	1.714
Live with stepmother in same hh	F1D86E	2.83	0.780	1.631	1.277	738	0.611
Live with other adult female in hh	F1D86F	16.27	3.274	5.800	2.408	738	1.359
Live with boy/girl friend	F1D86H	7.62	1.394	2.033	1.426	738	0.978
Live with own children	F1D86I	18.90	2.932	4.133	2.033	738	1.442
#-sisters living in same household	F1D87B	0.62	0.077	5.433	2.331	696	0.033
#-grandparents in same household	F1D87C	0.17	0.047	6.252	2.500	674	0.019
#-relatives under 18 in same house	F1D87D	0.21	0.039	1.061	1.030	679	0.038
#-non relatves undr 18 in same hh	F1D87F	0.12	0.028	1.211	1.101	672	0.025
Mean				4.705	1.997		
Minimum				0.883	0.939		
Maximum				24.127	4.912		
Standard deviation				4.748	0.862		
Median				3.694	1.922		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See page 26 of section 3.1.2 for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-9 NELS:88 second follow-up: Standard errors and design effects, all respondents; full sample (N=19,220)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.818	0.682	5.712	2.390	18761	0.285
I cut or skipped classes	F2S9B	2.956	0.073	4.610	2.147	18763	0.034
High school program - college prep	F2S12AB	35.860	0.679	3.796	1.948	18938	0.348
High school prgram - voc/tech prgms	F2S12AD	14.612	0.461	3.226	1.796	18938	0.257
Time watching TV during week	F2S35A[c]	78.539	0.520	2.633	1.623	16414	0.320
Being successful in line of work	F2S40A	98.733	0.156	3.699	1.923	19012	0.081
Level schl R's mother wants R cmplte	F2S42B	45.556	0.633	2.832	1.683	17532	0.376
Level school R anticipates completing	F2S43	30.215	0.610	3.245	1.801	18386	0.339
At age 30 R expects to be a manager	F2S64BF	5.777	0.251	2.105	1.451	18189	0.173
At age 30 R expects to be technician	F2S64BP	5.926	0.258	2.172	1.474	18189	0.175
I feel good about myself	F2S66A	93.523	0.291	2.401	1.549	17172	0.188
Luck more important than hard work	F2S66C	12.106	0.472	3.577	1.891	17082	0.250
Something always prevents success	F2S66F	25.916	0.578	2.968	1.723	17056	0.336
Plans hardly ever work out	F2S66G	21.750	0.564	3.177	1.782	16998	0.316
I do not have much to be proud of	F2S66L	15.860	0.471	2.823	1.680	16984	0.280
Chances R's life better than parents	F2S67K	60.872	0.651	3.005	1.734	16889	0.376
Number friends plan to attend college	F2S69E	48.259	0.750	3.931	1.983	17449	0.378
Relationship with fthr/mthr R's child	F2S79	25.365	2.195	3.510	1.873	1379	1.172
Amt earn/hour current/mst recent job	F2S91	5.472	0.027	2.848	1.688	11776	0.016
Amt earn from job R spends to go out	F2S92B	14.697	0.468	2.569	1.603	14706	0.292
Amt earn from job R spends on rent	F2S92D	3.876	0.269	2.844	1.687	14645	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.561	0.288	2.218	1.489	18690	0.193
Who decides if R can have job	F2S98C	57.361	0.701	3.143	1.773	15644	0.395
R's futr faml to be simlr to own faml	F2S100F	39.756	0.658	2.724	1.650	15069	0.399
English is native language	F2S107	10.732	0.747	11.118	3.334	19088	0.224
How well does R speak English	F2S109B	5.148	0.994	4.087	2.022	2020	0.492
Reading IRT-estimated number right	F22XRIRR	32.182	0.190	4.769	2.184	14176	0.087
Mathematics IRT-estmted nmbr right	F22XMIRR	46.859	0.290	5.559	2.358	14183	0.123
Science IRT-estimated number right	F22XSIRR	22.853	0.119	5.041	2.245	14080	0.053
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.279	0.102	4.917	2.217	14011	0.046
Mean				3.709	1.890		
Minimum				2.105	1.451		
Maximum				11.118	3.334		
Standard deviation				1.685	0.369		
Median				3.201	1.789		

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[a] Standard error calculated taking into account the sample design.
[b] Standard error calculated under assumptions of simple random sampling.
[c] Question asked on student questionnaire only.

Table 3.3.1-10 NELS:88 second follow-up: Standard errors and design effects, all respondents; F2 panel sample (N=16,489)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.387	0.734	5.795	2.407	16142	0.305
I cut or skipped classes	F2S9B	2.897	0.081	5.063	2.250	16141	0.036
High school program - college prep	F2S12AB	37.986	0.754	3.933	1.983	16295	0.380
High school prgram - voc/tech prgms	F2S12AD	14.307	0.475	2.999	1.732	16295	0.274
Time watching TV during week	F2S35A[c]	78.433	0.532	2.410	1.552	14403	0.343
Being successful in line of work	F2S40A	98.791	0.170	3.955	1.989	16345	0.085
Level schl R's mother wants R cmplte	F2S42B	45.826	0.678	2.814	1.677	15197	0.404
Level school R anticipates completing	F2S43	30.671	0.625	2.919	1.709	15892	0.366
At age 30 R expects to be a manager	F2S64BF	5.515	0.255	1.960	1.400	15710	0.182
At age 30 R expects to be technician	F2S64BP	5.672	0.276	2.237	1.496	15710	0.185
I feel good about myself	F2S66A	93.518	0.293	2.122	1.457	14981	0.201
Luck more important than hard work	F2S66C	11.375	0.493	3.594	1.896	14908	0.260
Something always prevents success	F2S66F	25.341	0.608	2.908	1.705	14881	0.357
Plans hardly ever work out	F2S66G	21.263	0.612	3.320	1.822	14838	0.336
I do not have much to be proud of	F2S66L	14.963	0.484	2.729	1.652	14822	0.293
Chances R's life better than parents	F2S67K	61.002	0.702	3.055	1.748	14750	0.402
Number friends plan to attend college	F2S69E	50.206	0.809	3.954	1.989	15104	0.407
Relationship with fthr/mthr R's child	F2S79	26.631	2.642	3.880	1.970	1086	1.341
Amt earn/hour current/mst recent job	F2S91	5.459	0.030	3.114	1.765	10273	0.017
Amt earn from job R spends to go out	F2S92B	14.450	0.496	2.557	1.599	12848	0.310
Amt earn from job R spends on rent	F2S92D	3.386	0.238	2.215	1.488	12791	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.578	0.301	2.083	1.443	16102	0.209
Who decides if R can have job	F2S98C	56.753	0.721	2.897	1.702	13680	0.424
R's futr faml to be simlr to own faml	F2S100F	39.618	0.704	2.738	1.655	13217	0.425
English is native language	F2S107	8.814	0.649	8.600	2.933	16410	0.221
How well does R speak English	F2S109B	2.499	0.890	4.717	2.172	1451	0.410
Reading IRT-estimated number right	F22XRIRR	32.753	0.187	4.317	2.078	12718	0.090
Mathematics IRT-estmted nmbr right	F22XMIRR	47.593	0.291	5.169	2.273	12714	0.128
Science IRT-estimated number right	F22XSIRR	23.203	0.116	4.448	2.109	12631	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.583	0.101	4.428	2.104	12572	0.048
Mean				3.564	1.858		
Minimum				1.960	1.400		
Maximum				8.600	2.933		
Standard deviation				1.366	0.332		
Median				2.959	1.720		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

[c] Question asked on student questionnaire only.

Table 3.3.1-11 NELS:88 second follow-up: Standard errors and design effects, all respondents; F1F2 panel sample (N=18,116)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.596	0.694	5.632	2.373	17700	0.292
I cut or skipped classes	F2S9B	2.931	0.076	4.997	2.235	17708	0.034
High school program - college prep	F2S12AB	36.665	0.706	3.835	1.958	17868	0.361
High school prgram - voc/tech prgms	F2S12AD	14.623	0.475	3.229	1.797	17868	0.264
Time watching TV during week	F2S35A[c]	78.707	0.528	2.592	1.610	15583	0.328
Being successful in line of work	F2S40A	98.694	0.165	3.788	1.946	17933	0.085
Level schl R's mother wants R cmplte	F2S42B	45.741	0.644	2.771	1.665	16585	0.387
Level school R anticipates completing	F2S43	30.104	0.618	3.153	1.776	17372	0.348
At age 30 R expects to be a manager	F2S64BF	5.767	0.261	2.156	1.468	17197	0.178
At age 30 R expects to be technician	F2S64BP	5.725	0.258	2.121	1.456	17197	0.177
I feel good about myself	F2S66A	93.560	0.279	2.105	1.451	16290	0.192
Luck more important than hard work	F2S66C	12.101	0.506	3.901	1.975	16206	0.256
Something always prevents success	F2S66F	25.957	0.579	2.823	1.680	16184	0.345
Plans hardly ever work out	F2S66G	21.779	0.572	3.098	1.760	16133	0.325
I do not have much to be proud of	F2S66L	15.577	0.467	2.673	1.635	16115	0.286
Chances R's life better than parents	F2S67K	61.023	0.667	2.997	1.731	16025	0.385
Number friends plan to attend college	F2S69E	48.775	0.772	3.934	1.983	16491	0.389
Relationship with fthr/mthr R's child	F2S79	25.138	2.313	3.551	1.884	1249	1.227
Amt earn/hour current/mst recent job	F2S91	5.463	0.028	2.063	1.750	11191	0.016
Amt earn from job R spends to go out	F2S92B	14.411	0.475	2.553	1.598	13958	0.297
Amt earn from job R spends on rent	F2S92D	3.465	0.219	1.993	1.412	13899	0.155
Last 2 yrs family memb in drug rehab	F2S96P	7.521	0.284	2.046	1.430	17642	0.199
Who decides if R can have job	F2S98C	57.199	0.702	2.990	1.729	14853	0.406
R's futr faml to be simlr to own faml	F2S100F	40.058	0.677	2.735	1.654	14331	0.409
English is native language	F2S107	10.071	0.768	11.732	3.425	18014	0.224
How well does R speak English	F2S109B	4.263	1.153	5.837	2.416	1792	0.477
Reading IRT-estimated number right	F22XRIRR	32.383	0.191	4.771	2.170	13668	0.088
Mathematics IRT-estmted nmbr right	F22XMIRR	47.059	0.289	5.345	2.312	13671	0.125
Science IRT-estimated number right	F22XSIRR	22.947	0.117	4.694	2.167	13574	0.054
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.381	0.103	4.803	2.191	13507	0.047
Mean				3.729	1.888		
Minimum				1.993	1.412		
Maximum				11.732	3.425		
Standard deviation				1.844	0.405		
Median				3.048	1.746		

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[a] Standard error calculated taking into account the sample design.
[b] Standard error calculated under assumptions of simple random sampling.
[c] Question asked on student questionnaire only.

Table 3.3.1-12 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--full sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.709	1.890
Dropouts	2.929	1.690
Male[a]	3.080	1.724
Female	3.219	1.778
White	3.108	1.743
Black	2.959	1.690
Hispanic	2.830	1.647
Asian/Pacific Islander	2.690	1.621
American Indian/ Alaskan Native	3.276	1.686
Public schools	3.127	1.736
Catholic schools	2.594	1.577
Non-Catholic private schools	7.172	2.526
Low SES	2.936	1.681
Middle SES	2.529	1.574
High SES	3.963	1.950
Urban	3.868	1.925
Suburban	2.900	1.648
Rural	3.355	1.700

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-13 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data–F2 panel sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.564	1.858
Dropouts	2.878	1.677
Male[a]	3.078	1.727
Female	3.208	1.759
White	3.101	1.733
Black	3.076	1.707
Hispanic	2.737	1.627
Asian/Pacific Islander	2.556	1.549
American Indian/ Alaskan Native	2.209	1.430
Public schools	2.934	1.681
Catholic schools	2.541	1.555
Non-Catholic private schools	7.301	2.577
Low SES	2.772	1.632
Middle SES	2.464	1.552
High SES	3.792	1.896
Urban	3.604	1.854
Suburban	2.936	1.686
Rural	3.074	1.639

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-14 NELS:88 second follow-up:
Mean design effects (DEFFs) and root design effects (DEFTs)
for student and dropout questionnaire data–F1F2 panel sample

Group	Mean DEFF	Mean DEFT
All Respondents	3.729	1.888
Dropouts	2.843	1.666
Male*	3.061	1.719
Female	3.209	1.768
White	3.015	1.713
Black	2.975	1.693
Hispanic	2.945	1.671
Asian/Pacific Islander	2.674	1.610
American Indian/ Alaskan Native	3.290	1.671
Public schools	3.148	1.735
Catholic schools	2.532	1.553
Non-Catholic private schools	7.368	2.591
Low SES	2.908	1.666
Middle SES	2.462	1.551
High SES	3.810	1.904
Urban	3.608	1.856
Suburban	3.005	1.707
Rural	3.556	1.714

* Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table 3.3.1-15 NELS:88 second follow-up: Standard errors and design effects, dropouts, full sample (N=2,028)

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
What year did R last attend school	F2D6Y	53.802	1.907	2.925	1.710	1999	1.115
What grade was R last in at school	F2D7	49.946	1.878	2.830	1.682	2006	1.116
Reason for leaving school	F2D9AD	15.312	1.289	2.445	1.564	1908	0.824
There are many gangs in school	F2D18H	28.201	1.861	3.281	1.811	1918	1.027
I cut or skipped classes	F2D19B	6.046	0.264	3.315	1.821	1912	0.145
High school program - college prep	F2D20C	5.030	0.558	1.248	1.117	1915	0.499
High school prgram - voc/tech prgms	F2D20D	14.878	1.540	3.586	1.894	1915	0.813
R enrlld in jr coll/voc programs	F2D23B	4.019	0.963	4.700	2.168	1955	0.444
Being successful in line of work	F2D36A	97.730	0.385	1.320	1.149	1976	0.335
Level schl R's mother wants R cmplte	F2D37B	30.854	1.910	3.184	1.784	1862	1.070
Level school R anticipates completing	F2D38	11.042	1.299	3.223	1.795	1876	0.724
At age 30 R expects to be a manager	F2D40AD	8.637	0.892	1.969	1.403	1953	0.636
At age 30 R expects to be technician	F2D40AO	9.050	0.940	2.097	1.448	1953	0.649
Amt earn/hour current/mst recent job	F2D45K	5.611	0.076	2.221	1.490	1534	0.051
Amt earn from job R spends to go out	F2D47B	9.453	1.024	1.860	1.364	1518	0.751
I feel good about myself	F2D57A	91.491	1.008	2.341	1.530	1794	0.659
Luck more important than hard work	F2D57C	18.906	1.879	4.117	2.029	1788	0.926
Something always prevents success	F2D57F	42.633	1.948	2.773	1.665	1787	1.170
Plans hardly ever work out	F2D57G	34.341	1.742	2.400	1.549	1783	1.125
I do not have much to be proud of	F2D57L	21.810	1.575	2.598	1.612	1786	0.977
Chances R's life better than parents	F2D58K	52.523	2.077	3.095	1.759	1789	1.181
Number friends plan to attend college	F2D59E	13.463	1.371	3.143	1.773	1948	0.773
Relationship with fthr/mthr R's child	F2D69	32.167	3.343	3.693	1.922	721	1.740
Events occrd in R's family last 2 yrs	F2D80L	13.352	1.164	2.285	1.512	1951	0.770
Last 2 yrs family memb in drug rehab	F2D80P	10.583	0.980	1.982	1.408	1953	0.696
Who decides if R can have job	F2D81C	84.902	2.011	3.821	1.955	1211	1.029
R's futr faml to be simlr to own faml	F2D82F	47.811	2.513	3.045	1.745	1203	1.440
English is native language	F2D89	13.010	1.695	5.100	2.258	2009	0.751
How well does R speak English	F2D91B	6.604	2.995	4.348	2.085	299	1.436
Mean				2.929	1.690		
Minimum				1.248	1.117		
Maximum				5.100	2.258		
Standard deviation				0.921	0.272		
Median				2.801	1.674		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-16 NELS:88 second follow-up:
Standard errors and design effects, dropouts, F2 panel sample (N=1,512)

		Dropouts					
Survey item (or composite variable)		**Estimate**	**Design S.E.**[a]	**DEFF**	**DEFT**	**N**	**SRS S.E.**[b]
What year did R last attend school	F2D6Y	56.860	2.215	2.978	1.726	1489	1.284
What grade was R last in at school	F2D7	49.785	2.202	2.902	1.703	1496	1.293
Reason for leaving school	F2D9AD	14.155	1.468	2.525	1.589	1424	0.924
There are many gangs in school	F2D18H	28.239	2.210	3.451	1.858	1432	1.190
I cut or skipped classes	F2D19B	5.839	0.313	3.471	1.863	1428	0.168
High school program - college prep	F2D20C	5.261	0.626	1.127	1.061	1433	0.590
High school prgram - voc/tech prgms	F2D20D	16.437	1.872	3.656	1.912	1433	0.979
R enrlld in jr coll/voc programs	F2D23B	3.459	0.963	4.066	2.016	1464	0.478
Being successful in line of work	F2D36A	97.694	0.475	1.479	1.216	1477	0.391
Level schl R's mother wants R cmplte	F2D37B	30.818	2.258	3.343	1.828	1398	1.235
Level school R anticipates completing	F2D38	9.709	1.084	1.883	1.372	1405	0.790
At age 30 R expects to be a manager	F2D40AD	9.177	1.068	1.995	1.413	1458	0.756
At age 30 R expects to be technician	F2D40AO	8.433	1.003	1.899	1.378	1458	0.728
Amt earn/hour current/mst recent job	F2D45K	5.630	0.097	2.529	1.590	1157	0.061
Amt earn from job R spends to go out	F2D47B	8.970	1.227	2.109	1.452	1144	0.845
I feel good about myself	F2D57A	91.183	1.203	2.407	1.551	1337	0.775
Luck more important than hard work	F2D57C	17.018	1.998	3.774	1.943	1335	1.029
Something always prevents success	F2D57F	43.891	2.226	2.680	1.637	1332	1.360
Plans hardly ever work out	F2D57G	35.823	2.202	2.805	1.675	1330	1.315
I do not have much to be proud of	F2D57L	21.097	1.682	2.262	1.504	1331	1.118
Chances R's life better than parents	F2D58K	52.094	2.463	3.248	1.802	1336	1.367
Number friends plan to attend college	F2D59E	13.064	1.459	2.735	1.654	1459	0.882
Relationship with fthr/mthr R's child	F2D69	34.498	4.132	4.080	2.020	540	2.046
Events occrd in R's family last 2 yrs	F2D80L	13.007	1.430	2.640	1.625	1461	0.880
Last 2 yrs family memb in drug rehab	F2D80P	10.850	1.242	2.332	1.527	1462	0.813
Who decides if R can have job	F2D81C	85.079	2.137	3.169	1.780	881	1.200
R's futr faml to be simlr to own faml	F2D82F	47.699	3.000	3.149	1.775	873	1.690
English is native language	F2D89	13.023	1.650	3.605	1.899	1500	0.869
How well does R speak English	F2D91B	6.376	3.758	5.157	2.271	218	1.655
Mean				2.878	1.677		
Minimum				1.127	1.061		
Maximum				5.157	2.271		
Standard deviation				0.847	0.254		
Median				2.707	1.645		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.1-17 NELS:88 second follow-up:
Standard errors and design effects, dropouts, F1F2 panel sample (N=1,837)

		Dropouts					
Survey item (or composite variable)		**Estimate**	**Design S.E.**[a]	**DEFF**	**DEFT**	**N**	**SRS S.E.**[b]
What year did R last attend school	F2D6Y	55.902	1.945	2.778	1.667	1810	1.167
What grade was R last in at school	F2D7	51.284	1.928	2.702	1.644	1816	1.173
Reason for leaving school	F2D9AD	15.184	1.356	2.473	1.573	1732	0.862
There are many gangs in school	F2D18H	27.603	1.942	3.278	1.811	1737	1.073
I cut or skipped classes	F2D19B	5.953	0.267	3.045	1.745	1733	0.153
High school program - college prep	F2D20C	5.369	0.606	1.256	1.120	1737	0.541
High school prgram - voc/tech prgms	F2D20C	15.307	1.594	3.404	1.845	1737	0.864
R enrlld in jr coll/voc programs	F2D23B	3.303	0.798	3.531	1.879	1771	0.425
Being successful in line of work	F2D36A	97.596	0.416	1.321	1.149	1791	0.362
Level schl R's mother wants R cmplte	F2D37B	31.098	2.007	3.177	1.782	1690	1.126
Level school R anticipates completing	F2D38	10.080	1.016	1.936	1.391	1700	0.730
At age 30 R expects to be a manager	F2D40AD	8.859	0.965	2.039	1.428	1768	0.676
At age 30 R expects to be technician	F2D40AO	8.522	0.927	1.949	1.396	1768	0.664
Amt earn/hour current/mst recent job	F2D45K	5.618	0.080	2.278	1.509	1391	0.053
Amt earn from job R spends to go out	F2D47B	9.628	1.136	2.041	1.429	1376	0.795
I feel good about myself	F2D57A	91.267	1.071	2.339	1.529	1625	0.700
Luck more important than hard work	F2D57C	19.036	2.102	4.647	2.156	1621	0.975
Something always prevents success	F2D57F	44.550	2.040	2.729	1.652	1620	1.235
Plans hardly ever work out	F2D57G	35.558	1.879	2.491	1.578	1617	1.190
I do not have much to be proud of	F2D57L	21.624	1.657	2.621	1.619	1618	1.023
Chances R's life better than parents	F2D58K	52.575	2.192	3.124	1.767	1621	1.240
Number friends plan to attend college	F2D59E	13.105	1.283	2.559	1.600	1770	0.802
Relationship with fthr/mthr R's child	F2D69	31.577	3.566	3.796	1.948	645	1.830
Events occrd in R's family last 2 yrs	F2D80L	13.030	1.269	2.515	1.586	1770	0.800
Last 2 yrs family memb in drug rehab	F2D80P	10.661	1.074	2.145	1.465	1771	0.733
Who decides if R can have job	F2D81C	84.634	2.179	3.998	1.999	1095	1.090
R's futr faml to be simlr to own faml	F2D82F	48.615	2.681	3.136	1.771	1090	1.514
English is native language	F2D89	13.086	1.684	4.545	2.132	1823	0.790
How well does R speak English	F2D91B	6.439	3.204	4.584	2.141	269	1.497
Mean				2.843	1.666		
Minimum				1.256	1.120		
Maximum				4.647	2.156		
Standard deviation				0.872	0.259		
Median				2.590	1.609		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

because 25 percent of the dropout sample was administered an abbreviated questionnaire, it was necessary to select two sets of 30 items, one to represent questions asked of all respondents and one to represent questions asked of all dropouts.

Selection of First Follow-Up Items. To select questions for the standard errors/design effects analysis of all respondents a number of criteria were used. The first criterion was whether a question appeared in the NELS:88 base year or High School and Beyond analyses of standard errors/design effects. This criterion resulted in the selection of ten questions, seven which were used in both the NELS:88 base year and High School and Beyond standard error/design effects analysis and three which were used only in the NELS:88 base year analysis.

Policy relevance was the second criterion used for selecting questions. This criterion was used in order to ensure that variables that were important to analysts, thus likely to receive considerable use, were represented. Using this criterion, four cognitive test scores, specifically the IRT-estimated number right scores for math, English, science and social studies, were selected. Although several test score composites are available in the data file, the IRT-estimated number right scores were chosen because they compensate for guessing and for omitted items. The IRT scores also have the virtue of being equated across the multi-level math and reading test forms.

The remaining 16 variables were selected randomly from the pool of remaining critical items. The selection process occurred using the following procedure. All critical items not selected by the first two criteria formed a pool of eligible items. This involved three types of items--binary items, multiple category items, and continuous or quasi-continuous items. Each category of a multiple-category item was treated as a separate binary item. All of the items (binary and continuous) were rescaled such that the lowest possible value was 0 and the highest possible value was 100. The rescaled items were sorted from by the size of their means and a systematic sample of 16 items was selected from the sorted list of items.

For dropouts, the starting point for selecting the variables for standard error/design effect calculations was to use items that overlapped the student and dropout questionnaires and that were already selected for the analysis of all respondents. There were 18 such items. The remaining items were selected randomly from the pool of critical items not already selected that were in both the full and abbreviated versions of the dropout questionnaire. A systematic sample of 12 items from this pool was obtained by the same transformation, ordering,, and systematic sampling procedure used to select items for all students.

Results. Standard errors and design effects were calculated for each of the 30 items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's school status (student/dropout), sex, race and ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile) and urbanicity (urban, suburban, and rural). Two sets of standard errors and design effects were calculated, one using all of the first follow-up respondents weighted by the full sample questionnaire weight, F1QWT, and the second using just the panel respondents weighted by F1PNLWT.

The individual item standard errors, design effects (DEFF) and root design effects (DEFT) for all respondents are presented along with summary statistics in Tables 3.3.1-3 (full sample) and 3.3.1-4 (panel sample). Tables 3.3.1-5 and 3.3.1-6 present corresponding summary design effects for the subgroups.

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.3.1-7 (full sample) and 3.3.1-8 (panel sample). No subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the *NELS:88 First Follow-Up Final Technical Report.*[16]

As expected, the design effects in the first follow-up are somewhat higher than those of the base year. This is a result of the subsampling procedures used for the first follow-up; students who were found to be attending schools with a small number of base year sample students were undersampled in the first follow-up. Tables 3.3.1-5 and 3.3.1-6 show that subgroups also have larger design compared to those in the base year. Table 3.3.1-2 presents base year design effects for 12 subgroups defined similarly to those in Tables 3.3.1-5 and 3.3.1-6. For 11 of the twelve subgroups, the first follow-up survey average design effects are larger than those for the base year survey, regardless of whether the full or panel samples are considered. The one exception is students from private schools. While having the highest average design effect (as they did in the base year analysis), these students show a lower average design effect in the first follow-up survey (full sample, 6.65; panel sample, 6.53) than in the base year survey (8.80).

Both average design effects for the first follow-up survey were larger than the average design effect of 2.88 obtained for the base year HS&B Sophomore Cohort. The direction of this difference held for 10 of the 11 subgroups comparable across the first follow-up and HS&B. Catholic school students are the exception. The average first follow-up design effect for Catholic school students is lower than the average HS&B Catholic school student design effect (first follow-up: full sample, 2.67, panel sample, 2.62; HS&B, 3.60). While the first follow-up design effect for private school students was higher than in HS&B, the difference is small (first follow-up: full sample, 6.65, panel sample, 6.53; HS&B, 6.22); in fact it is the smallest of the differences in average design effects between the two surveys.

The general tendency in longitudinal studies is for design effects to lessen over time, as dispersion reduces the original clustering. However, subsampling has the opposite effect, that is, it increases design effects. This is so because subsampling introduces additional variability into the weights with an attendant loss in sample efficiency, as may be illustrated by the case of the sophomore cohort of HS&B. For example, considerable subsampling of nonrespondents was done in the HS&B first follow-up, which had a rather higher design effect, 3.59, than HS&B base year. Comparatively more subsampling was done in the NELS:88 first follow-up, which has an overall design effect similar to, though somewhat higher than, the HS&B first follow-up (3.8 or 3.9 for NELS:88, 3.6 for HS&B).

The larger design effects (compared to NELS:88 and HS&B base years) in the NELS:88 first follow-up survey are probably due to disproportionality in strata representation introduced by subsampling. This is illustrated in the higher design effects for dropouts than for students (full sample: students, 3.86, dropouts, 4.71; panel sample: students, 4.71, dropouts, 4.70); dropouts were retained at a much higher rate (i.e., certainty) than students, who were subsampled at rates corresponding to their clustering in first follow-up schools.

To make a more exact assessment of the expected increase in design effects for the first follow-up sample an additional analysis of the student data was conducted using NELS:88 base year data. Standard errors and design effects were calculated on the base year student respondents, using the same variables that were used in the base year analysis, but using the first follow-up panel weight. Any magnitude of the increase in design effects in the first follow-up can be assessed by comparing the average design effect obtained from this analysis with the design effect obtained using the entire base year sample and the base year questionnaire weight, BYQWT. This analysis yielded a design effect of 3.90 (root design effect=1.96), and supports the contention that the increase in first follow-up design effects is due to weighting necessary to accommodate the subsampling.

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[16] Ingels, S.J., Scott, L.A., Rock., Pollack, J., Rasinski, K.; Washington D.C.: NCES, 1994.

3.3.3 Second Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 second follow-up student and dropout data. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts, and separately for dropouts.

Selection of Second Follow-Up Items. Criteria similar to those used in the first follow-up were used to select questions for the second follow-up standard error/design effects analysis. The first criterion was whether a question had been used in the NELS:88 base year and first follow-up or High School and Beyond analyses of standard errors/design effects. This overlap resulted in the inclusion of 16 items. Additionally, it was important to maximize the overlap between questions that appeared in both the second follow-up student and dropout questionnaires. Nine of the remaining items selected appear in both second follow-up instruments. A total of five non-overlap items were selected from the student questionnaire to supplement those in common with the dropout questionnaire.

Policy relevance was the second criterion for selecting items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. Using this criterion, four cognitive test scores were selected--the IRT-estimated number right scores for mathematics, English, science, and social studies. Although several test score composites were available, the IRT-estimated number right scores were used because they compensate for guessing and omitted items. The IRT scores have also been equated across the multi-level math and reading test forms.

Results. Standard errors and design effects were calculated for each of the items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's sex, race/ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile), and urbanicity (urban, suburban, and rural). Three sets of standard errors and design effects were calculated, one using all of the second follow-up respondents weighted by the full sample questionnaire weight, F2QWT, the second using just the panel respondents weighted by F2PNLWT, and the third using just the respondents in the first and second follow-up panel sample weighted by F2F1PNWT.

The individual item standard errors, design effects (DEFF) and root design effects (DEFT) for all respondents are presented in Tables 3.3.1-9 (full sample) and 3.3.1-10 (panel sample), and 3.3.1-11 (first/second follow-up panel sample). Statistics for tables 3.3.1-12, 3.3.1-13, and 3.3.1-14 present the corresponding summary design effects for the subgroups.

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.3.1-15 (full sample) and 3.3.1-16 (panel sample), and 3.3.1-17 (first/second follow-up panel sample). As in the first follow-up analysis, no subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*.

The design effects in the second follow-up are lower than those in the first follow-up (for both the full sample and the panel) but higher than those in the base year. Tables 3.3.1-12, 3.3.1-13,and 3.3.1-14 show that, for the most part, the second follow-up design effects for subgroups are also larger than those obtained for similar subgroups in the base year (see Table 3.3.1-2 for comparison). For 11 of the twelve subgroups in the full sample, and for 10 of the twelve subgroups in the panel samples, the second follow-up survey average design effects are larger than those for the base year survey. The exceptions are students from Catholic and other private schools, although the design effect for other private schools remains the highest of all the second follow-up subgroups for the full and panel samples.

As mentioned earlier, the tendency in longitudinal studies is for design effects to lessen over time because of dispersion of the sample members from the original clusters. However, subsampling introduces additional variability into the weights with an attendant loss in sample efficiency. The second follow-up design effects are probably larger than the base year design effects because of the subsampling in the first follow-up. They are most likely smaller than the design effects of the first follow-up because of sample dispersion between the first and second follow-ups. When the NELS:88 second follow-up design effects are compared to those from the HS&B first follow-up of the sophomore cohort a remarkable similarity is found. DEFF is 3.709 for the full sample NELS:88 second follow-up data, and 3.589 for the equivalent HS&B first follow-up data. DEFT is 1.890 for NELS:88 and 1.837 for HS&B.

3.3.4 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in Tables 3.3.1-2 (for base year data) 3.3.1-5 and 3.3.1-6 (for first follow-up data) and 3.3.1-12, 3.3.1-13 and 3.3.1-14 (for second follow-up data) to approximate the standard errors of statistics based on the NELS:88 data. Design-corrected standard errors for a proportion can be estimated from the standard error computed using the formula for the standard error of a proportion based on a simple random sample and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p(1-p)/n)^{1/2} \qquad (1)$$

where p is the weighted proportion of respondents giving a particular response, n is the size of the sample, and DEFT is the mean root design effect.

Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT:

$$SE = DEFT \times (Var/n)^{1/2} \qquad (2)$$

where Var is the sample variance, n is the size of the sample, and DEFT is the mean root design effect.

The design effects tables presented in the preceding section make it clear that the design effects and root design effects vary considerably by subgroup. It is therefore important to use the mean DEFT for the relevant subgroup in calculating approximate standard errors for subgroup statistics.

Standard error estimates may be needed for subgroups that are not tabulated here. One rule of thumb may be useful in such situations: design effects will generally be smaller for groups that are formed by subdividing the subgroups listed in the tables. (This is because smaller subgroups will generally be less affected by clustering than larger subgroups.) Estimates for Hispanic males, for example, will generally have smaller design effects than the corresponding estimates for all Hispanics or all males. For this reason, it will usually be conservative to use the subgroup mean DEFT to approximate standard errors for estimates concerning a portion of the subgroup. This rule applies only when the variable used to subdivide a subgroup crosscuts schools. Sex is one such variable, since most schools include students of both sexes. It will not reduce the average cluster size to form groups that are based on subsets of *schools*.

Standard errors may also be needed for other types of estimates than the simple means and proportions that are the basis for the results presented here. A second rule of thumb can be used to estimate approximate standard errors for comparisons between subgroups. If the subgroups crosscut schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effect for the individual means; consequently, the variance of the difference estimate will be less than the sum of the variances of the two subgroup means from which it is derived:

$$\mathrm{Var}(b-a) < \mathrm{Var}(b) + \mathrm{Var}(a) \qquad (3)$$

in which $\mathrm{Var}(b-a)$ refers to the variance of the estimated difference between the subgroup means, and $\mathrm{Var}(a)$ and $\mathrm{Var}(b)$ refer to the variances of the two subgroup means. It follows from equation (3) that $\mathrm{Var}(a) + \mathrm{Var}(b)$ can be used in place of $\mathrm{Var}(b-a)$ with conservative results.

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.[17] Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

One analytic strategy for accommodating complex survey designs is to use the mean design effect to adjust for the effective sample size resulting from the design. For example, one could create a new rescaled, design effect-adjusted weight, which is the product of the inverse of the design effect and the rescaled case weight (e.g., for second follow-up full sample data, $\mathrm{NEWWGT} = ((1/\mathrm{DEFF}) \bullet (\mathrm{F2QWT}_i/(\Sigma \mathrm{F2QWT}_i/N))$, and use this new weight to deflate the obtained sample size to take into account the inefficiencies due to a sample design that is a departure from a simple random sample. Using this procedure, statistics calculated by a statistical program such as SPSS will reflect the reduction in sample size in the calculation of standard errors and degrees of freedom. Such techniques capture the effect of the sample design on sample statistics only approximately. However, while not providing a complete accounting of the sample design, this procedure is a decidedly better approach than conducting analysis that assumes the data were collected from a simple random sample. The analyst applying this correction procedure should carefully examine the statistical software he or she is using, and assess whether the program treats weights in such a way as to produce the effect described above.

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[17] Kish, L., and Frankel, M. (1974). Inference from complex samples. *Journal of the Royal Statistical Society: Series B* (Methodological), 36, 2-37.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Nonobservational error results from measurements not being taken from a portion of the population.[18] Several factors comprise nonobservational error, including nonresponse biases caused by unit and item nonresponse and undercoverage. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some approximate but useful validity parameters. Below, we discuss two kinds of nonobservational error in the NELS:88 second follow-up: undercoverage and nonresponse.

3.4.1 Biases Caused by Undercoverage of Special Populations

Undercoverage of Non-English Speakers. There is significant undercoverage in the NELS:88 data of the portion of the language minority population that is more severely limited in English proficiency (LEP) or non-proficient (NEP) in English. This undercoverage is most severe for the base year questionnaire data, and for test results from all waves of NELS:88. Undercoverage bias will affect estimates for LEPs and NEPs, but will also affect certain estimates for racial-ethnic subgroups that have large numbers of LEPs and NEPs when individuals in these groups generally differ in a relevant characteristic from other non-LEP/NEP Asians, Hispanics or others. Although, for example, Hispanics and Asians were selected at a higher than normal rate in the base year, have been disproportionately retained in subsequent follow-ups, and have been added to the cohort as their eligibility status was found to have changed, significant numbers of Asian, Hispanic and other LEPs were excluded from the base year sample.[19]

Specifically, among the total number of eighth-grade students enrolled in the 1,052 fully participating base year schools, 1.9 percent of the potential sample (3,831 of 202,966) were excluded by their schools for reasons of a language barrier to participation. Had no students been excluded for language reasons, the NELS:88 baseline would have included an additional 532 students. All of these students would be classifiable as LEPs or NEPs; 270 of these excluded students were Hispanics, 175 were Asians, and the remaining 87 language-excluded eighth-grade students were of another race/ethnicity (neither Hispanic nor Asian). Some 24,599 students (out of 26,432 sample members) participated in the base year, and of these participants, 642 were classified either by self-report or teacher report as of limited English proficiency. If one counts as LEP all students reported as LEP by either source, then just over half of the LEPs in the potential sample were captured by the base year sample design and contributed data to the base year. (If one uses the more stringent criterion of counting only those so identified by both sources--self-report and teacher--or counts only those identified by teachers, then less than half of the potential LEPs are represented in the base year data.)

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[18] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

[19] Of course, elements excluded from the sampling frame are not accounted for by sample weighting so that population estimates from the data file fall appropriately short of full 1987-88 eighth-grade enrollment figures. Nevertheless, such exclusions limit one's ability to describe in an unbiased way special populations of interest, such as all dropouts, all language minority students, and so on.

First in the first follow-up and then in the second follow-up, two measures were adopted to increase coverage of students with limited English language proficiency. First, eligibility rules were modified so that the number of LEPs obtained through sample freshening would be maximized. The modified eligibility rules were applied also to the sample of base year ineligibles in the first follow-up and to the ineligibles in the second follow-up followback study of excluded students. In addition, base year and first follow-up ineligibles who had gained sufficient proficiency to complete survey forms in the first and second follow-ups were added to the cohort. Students with a language barrier who were reclassified were administered the student questionnaire in Spanish or English, or the dropout questionnaire (in English or Spanish) if they were school-leavers. Enrollment status data was gathered for those students who were classified as being still unable to complete the NELS:88 survey forms.

LEPs who Entered the Sample through Freshening. Substantial numbers (236 total in the first and second follow-up rounds of freshening) of limited English proficient students entered NELS:88 through the freshening process. LEPs are, of course, disproportionately present in the population of students who fall behind the modal progression through school. While, by the most generous count (that is, self-report or teacher report), only 2.6 percent (or, weighted, 2.3%) of the base year respondents were LEPs, around 17 percent of the freshening sample in first follow-up were classified by their schools as LEPs (176 out of 1,060). Virtually all of the LEP students selected in the freshening process were retained for the first follow-up.[20] Similarly, 69 of the 288 (24 percent) students identified in the second follow-up freshening process were classified by their schools as LEP; 60 (87 percent) of these LEP students were added to the NELS:88 cohort during the second follow-up.[21]

As noted above, eligibility rules were modified in the first follow-up to reduce the likelihood that LEP students would be excluded in the sample freshening process. With support from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), the student questionnaire was translated into Spanish for both the 1990 and 1992 rounds; because a translation of the cognitive tests was not feasible, students completing the Spanish questionnaire were not pressed to attempt to complete the test component.

LEPs who Entered the Sample through Studies of Excluded Students. The same modified eligibility rules were applied retroactively to a sample of base year language-excluded students in the first and second follow-ups. Language-excluded students whose English proficiency status had changed such that they were able to complete the survey forms were administered the English-language version of the student or dropout questionnaire. Although cognitive test data were not collected for this group in the first follow-up, as many of these students as possible (45 students, or 34 percent) were tested in the second follow-up in 1992. The 532 students who would have been chosen for the base year except for language barriers to their participation were represented (with appropriate adjustment to their weights) in the first follow-up base year ineligibles study by 204 individuals; of these, 131 were found to be eligible (of which 118 participated) and were included in the NELS:88 cohort in the second follow-up. The eligibility of the remaining 73 language-excluded students was reassessed in the second follow-up followback study of excluded students (FSES); of these 73, 22 were found to be eligible and 19 (86.4 percent) participated.[22]

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[20] Three had to be excluded because they had physical or mental disabilities that precluded their participation, and eleven were temporarily ineligible (out of scope for the first follow-up because though in the country at the time of freshening, they were outside the country at the time of data collection). The other 158 entered the first follow-up sample.

[21] Of the remaining 9 LEPs identified for freshening in the second follow-up, 5 were out of the country at the time of data collection, 3 had mental or physical disabilities that precluded their participation, and one spoke a language other than Spanish and could not complete survey instruments in English.

LEP students added to the cohort through the freshening process appear on this data file. First follow-up data for base year language ineligibles who have become eligible did not appear on the initial 1991 public release file, but have been integrated into the first follow-up files and will appear in subsequent combined releases of NELS:88 data (1994 electronic codebook release). Since it was not necessary to exclude any freshened students for language reasons in the first follow-up and only one student was excluded in the second follow-up, and because cases representing about 74 percent of the base year language exclusions became eligible in either the first or second follow-up, the net effect of these additions to the data is to substantially reduce undercoverage of current and former limited English-proficient students. However, bias is at best but modestly reduced for the cognitive test data because some of the freshened LEP students and second follow-up FSES eligibles did not complete the cognitive tests, and none of the first follow-up reclassified base year excluded students completed the test battery. Data users should take these potential biases into account in their analyses.

Undercoverage of Students with Disabilities. There is significant undercoverage in the NELS:88 data of that portion of the special education population that is most severely mentally or physically disabled. Undercoverage bias may also affect certain estimates for racial or gender subgroups that have large numbers of students in the excluded category. (Our data show, for example, that blacks and males are disproportionately represented in the class of students excluded owing to mental disability.) Coverage of this population was improved in the first follow-up by the fact that in the base year ineligibles study, nine of the 23 students excluded because of physical barriers to participation, and 140 of the 322 students who had been excluded because of mental barriers to participation, were reclassified as eligible. Similarly, 49 of the previously ineligible sample members were found to be eligible in the second follow-up followback study of excluded students; of these 49 excluded students, 44 had been previously excluded due to mental disability and 5 for physical limitations. However, it is our sense that very few of these students actually "changed" substantially between rounds; rather, most reclassifications reflected the process of taking a second look at students at the margin between eligible and ineligible, and aggressively pursuing status information from their special education teachers, information that would permit a more accurate assessment to be made of their ability to complete at least the student questionnaire. Overwhelmingly, the reclassified students would appear to be those with learning disabilities or emotional disturbances, rather than the mentally retarded. Hence students with severe or profound impairments are not represented in the NELS:88 data.

Estimates based on the members of the ineligibles sample are also subject to limitations. By and large, the NELS:88 samples of eligible and ineligible language-excluded students, when combined, provide excellent population coverage. However, for the severely physically and mentally disabled populations, there are two potential sources of exclusion in addition to school-level classification as ineligible. These further sources of undercoverage are 1) exclusion of schools (special purpose schools for students with disabilities were excluded from the base year sampling frame), and 2) the exclusion of ungraded classrooms in what was by definition a sample of eighth graders.

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[22] Of these 73 excluded students, 40 were screened and determined to be ineligible, 21 had moved out of the country, and 12 remained unscreened.

Test Score Undercoverage of Dropouts. Data users are reminded that no special nonresponse adjusted weight was created for cases with a completed questionnaire but without a cognitive test. As in the base year, cognitive test completion rates were sufficiently high that such a weight was not needed. Rates of test completion among in-school sample members were 96.5 percent in the base year and 94.1 percent in the first follow-up, with a decrease to 76.6 percent in the second follow-up.

However, the high overall rate of test completion for students does not apply to dropouts. While 91 percent of identified dropouts provided questionnaire data in the first follow-up, cognitive tests were completed by only half of the sample members who completed a full or abbreviated dropout questionnaire.[23] In the second follow-up, 88 percent of the dropouts provided questionnaire data but only 42 percent completed a cognitive test. This low rate of test completion is attributable to the high percentage of questionnaires that were administered by telephone, as well as to the strategy of obtaining questionnaire data only rather than accepting a refusal from a dropout or alternative completer unwilling to take the cognitive test. Of course, base year test score data are available for most of the individuals for whom first and/or second follow-up test results were not obtained. **It would be inadvisable to, for example, draw conclusions about test score gains between 1988 and 1990 or between 1990 and 1992 for dropouts as a separate group, given the amount of 1990 and 1992 test data that are missing.**

3.4.2 Unit and Item Nonresponse

Unit Nonresponse. Unit nonresponse occurs when an individual respondent (such as a dropout, student, or school administrator) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and other characteristics, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*). School nonresponse has not been assessed in the first or second follow-ups for two reasons. First, there was practically no school-level nonresponse; institutional cooperation levels approached 99 percent in both rounds. Second, the first and second follow-up samples were student-driven, unlike the two-stage initial sample design in the base year. Hence, even if a school refused in either the first or second follow-ups, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. Note that NELS:88 weights adjust for unit nonresponse.

Item Nonresponse. As noted above, sampling and coverage errors are two key components of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are other sources and types of nonobservational error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account when developing their analysis plans. NCES's standard is that total weighted nonresponse for an item (unit nonresponse multiplied by item nonresponse) should not exceed 30 percent; items that exceed that standard have been noted in the codebook. This section reports specifically on nonsampling measurement error as a function of item nonresponse.

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[23] According to the first follow-up design, dropouts administered the abbreviated or modified dropout questionnaires (28% of the dropout sample) were not asked to complete the cognitive test battery; for these sample members only the standard classification variables and a number of key items that differentiate the in-school and out-of-school populations are available for analysis.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 dropout component data set. There are three exceptions to this generalization.

The first exception is machine editing, through which certain nonresponse problems are rectified for some items by imposing interitem consistency, particularly by forcing logical agreement between filter and dependent questions. For example, the missing response to a filter question can often be inferred if dependent questions have been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key classification variables have been constructed in part from additional sources of information when questionnaire data are missing. Data from school records (for example, student sex or race/ethnicity as given on the sampling roster) or other respondent sources (for example, the parent questionnaire) have been used to replace missing data. See section 7.2.3 for further information on constructed classification variables. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is *not* reflected in the statistics reported below.

The third exception is the language series filter question. Base year and first follow-up data were imported into the second follow-up files in order to resolve missing cases, in particular, to identify respondents who should have legitimately skipped the dependent items in the language series. This adjustment to nonresponse is reflected in the item statistics reported below.

A further point to note is that there may be some hidden nonresponse in the NELS:88 base year and first follow-up questionnaire data that is impossible to quantify. This is the case because many questions use a "mark all that apply" format. While such a format results in slightly less burden to the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data. In the second follow-up most "mark all that apply" formats were changed to an explicit "yes" or "no" response for each subitem. This change in format did not entirely eliminate the nonresponse problem; the data show that for long lists of subitems, respondents seem to mark only one type of response ("yes" for those subitems that apply). To minimize item nonresponse for these questions, response patterns were analyzed and inferences made about missing responses.

A final point is that unit nonresponse is a further source of missing item data--nonparticipating dropouts complete no questionnaire items. Weights accommodate dropout nonresponse by projecting questionnaire data to the full population, with appropriate adjustments for defined subgroups. However, nonresponse-adjusted weights cannot compensate for the bias that arises if nonrespondents and respondents would have answered the questionnaire differently. Hence "total response" should be thought of as the survey (unit) response rate times the item response rate. (For example, given a cross-sectional weighted dropout response rate of 88 percent, and an item response rate of 88 percent, total response would be 77.4 percent.)

Two main objectives guide the following item nonresponse analysis. One objective is to quantify mean dropout questionnaire nonresponse overall as well as nonresponse for key variables that appeared on the dropout questionnaire. A second objective is to describe nonresponse patterns in terms of item characteristics. In order to realize the first objective, average nonresponse rates were calculated for each item. To fulfill the second objective, nonresponse was measured as a function of three item characteristics: 1) position in the questionnaire; 2) topic; and 3) whether the item was contingent on a filter.

Population and Data File Definitions.

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. (Thus, a single question that poses three subquestions is treated as three variables.)

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for whom an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$\text{Ri} = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

Item nonresponse analysis population--dropout questionnaire. All dropouts who completed any form of the questionnaire.

Definition 4: "Dropout Questionnaire Data File"

The public use data file with machine-edited, weighted data was used as the basis for the analysis. Nonresponse rates of composite and other constructed variables were not examined in this analysis.

Definition 5: "Nonresponse"

For the dropout questionnaire several numerical reserved codes were used to categorize nonresponse. The reserved codes and definitions appear below. The first three--reserved codes 6, 7 and 8--define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing. Data elements not appearing on the abbreviated or modified student or dropout questionnaires were considered as illegitimately missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics, data for this item should not be present for this respondent. Responses under reserved code 9 were not included in the nonresponse analysis.

DK = Don't Know. "Don't Know" is often used as a nonresponse code. In the NELS:88 data set, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse. Table 3.4.2-1 shows descriptive statistics for item nonresponse for the dropout questionnaire overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern.

The mean item nonresponse rate for the NELS:88 second follow-up dropout questionnaire is 12.6 percent, compared to 10.1 percent in the first follow-up.[24]

A special factor influencing item nonresponse rates in the first and second follow-up was the administration of different versions of the dropout questionnaire. The two versions of the second follow-up dropout questionnaire differed in the number of questions being asked of respondents. In lieu of the full dropout questionnaire, some respondents completed a telephone administration variant which excluded 2 percent of the full instrument. Other respondents completed a refusal conversion variant which excluded 94 percent of the full instrument. During the final weeks of data collection 641 (28.1 percent) telephone version and 36 (1.6 percent) refusal conversion dropout questionnaires were collected. Appendix K lists the items included in the modified forms of the second follow-up dropout questionnaire.

For purposes of second follow-up item response analyses, questions not appearing on the abbreviated dropout questionnaires were treated as if they were intended to be asked of all participating sample members. This was done so that the total impact of missing information--whether the information was missing by design, or by respondent omission or error--could be assessed. Hence, completed abbreviated interviews were included in the denominator of the item response formula used in this analysis.

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[24] Abbreviated questionnaire versions were administered to 25 percent of first follow-up dropout respondents. The impact of these abbreviated questionnaires, resulting in a 32 percent nonresponse rate for those items not on the abbreviated questionnaires, is not reflected in the 10.1 percent figure reported.

Table 3.4.2-1
Percent nonresponse on the dropout questionnaire by various item characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	12.63	16.67	.00	98.04	480
Position					
First Third	7.86	6.22	.00	28.33	167
Second Third	18.89	26.25	.00	98.04	152
Last Third	11.66	8.88	1.24	41.90	161
Topic (in order of appearance in the questionnaire)					
Educ Experiences	8.36	6.30	.00	28.34	152
Future Plans	4.79	2.17	2.53	8.98	31
Money and Work	21.32	28.64	.00	98.04	123
Opinions, Attitudes	9.18	2.70	1.91	18.71	85
Family	9.22	6.83	3.12	23.14	57
Language Use	22.24	12.66	1.24	41.90	32
Filtered					
No	6.16	3.17	.00	21.63	256
Yes	20.02	21.95	.00	98.04	224

Item-Level Nonresponse by Item Placement and Characteristic: Dropout Questionnaire.

Item Nonresponse by Position in the Questionnaire. Examination of item nonresponse by position in the dropout instrument finds an increase in nonresponse as one progresses through the questionnaire. Nonresponse rates in the final third of the questionnaire are 48 percent higher than nonresponse rates in the first third. The position of the language use section, moved from fourth position in the first follow-up to last in the second follow-up, almost certainly contributed to the 100 percent increase in nonresponse for language use items. The effect of questionnaire position on item nonresponse was magnified by the increased respondent burden of a second follow-up dropout questionnaire (480 items) that was 55 percent longer than the first follow-up instrument (309 items).

Item Nonresponse by Topic. The NELS:88 questionnaires have been organized topically in each wave; each section represented a different theme. Table 3.4.2-2 lists the topical sections in the second follow-up dropout instrument in the order in which they appeared in the questionnaire. Nonresponse rates for the second follow-up, compared with those from the first follow-up, are depicted side by side, with topics listed in the order of their appearance in the second follow-up questionnaire. For purposes of comparison, the relative locations of the thematic sections in the first follow-up instrument are also indicated.

Table 3.4.2-2
Percent item nonresponse by topical area[a]

Topic	**F2 Non-Response**	**F1 Non-Response (Position)**
(2) Educ Experiences	8.36	8.72 (2)
(3) Future Plans	4.79	2.36 (3)
(4) Money and Work	21.32	13.66 (7)
(5) Opinions and Attitudes	9.18	12.09 (5)
(6) Family	9.22	10.98 (8)
(7) Language Use[b]	22.24	11.16 (4)

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 27 in section 3.1.2 under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

[b] Questionnaire sections on Address Information (section 1) and Background have not been included in this analysis.

Given its position in a questionnaire that included 175 more items than the first follow-up instrument, it is not surprising that items in the language use section have far higher nonresponse rates. Since most respondents skipped out of this question series, data were collected from only a small subset of the dropout population; nevertheless, the respondent population for this series is particularly of interest for policy reasons.

Three related factors contribute to high item nonresponse in the language section. First, illegitimate skips at the filter carry missing data forward into dependent items. (The relevant file-building convention--operative in NLS-72, HS&B and the NELS:88 base year as well--is that items missing on a filter are also coded as missing on the dependent series.) Second, progressive subsetting of the relevant population (the filter is followed by one additional filter) increases the proportion of missings even while their absolute number remains relatively stable. At the same time, the ambiguous nature of the missings renders the extent of true nonresponse for any given data element impossible to ascertain. The third factor is the generally poor language skills of the targeted population. The operation of these factors may be illustrated by reference to the data.

The first question in the language section--F2D89, which asks what the respondent's native language (language first spoken) was--is a crucial filter. Because of its critical nature and the nonresponse problem experienced in the first follow-up, this item was designated as critical in the second follow-up; however, this did not ameliorate the problem as had been hoped. In the original data (prior to cross-wave editing in which base year and first follow-up responses were drawn upon to "clean" many of the second follow-up missings on F2D89), dropouts failed to respond at the filter question. These missings, carried into the dependent series, increased nonresponse substantially. As the additional filter reduced the relevant population to an even smaller subset, the missings are carried to subsequent filter and dependent questions, where they loom as an ever larger proportion of the total. For example, by the time we reach the filter at F2D92A, the unambiguously specified population for defining the subset is 321 cases, while the number of ambiguous missings is only 35. This creates a very high and partly spurious nonresponse rate in the dependent items to F2D92A (F2D92B and F2D92C).

Similar problems were experienced in other sections of the dropout questionnaire, notably the money and work section, directed toward relatively small population subsets. These subsets include: 1) dropouts who have held two jobs since leaving school, 2) dropouts who have participated in state or union sponsored apprenticeships, and 3) dropouts who have served in the Armed Forces. In the case of the section related to service in the Armed Forces, the unambiguously identified subset at item F2D51A is 29 cases. Two subsequent filter items attempt to narrow this tiny subset even further. The relatively small number of missings in the Armed Forces section, 97 at F2D51A, again creates very high nonresponse rates in the subsequent items.

Item Nonresponse by Dependence on a Filter Question. As is clear from the discussion above, skip patterns contributed significantly to second follow-up item nonresponse. As noted in Table 3.4.2-1, questions that were not dependent on previous filter questions had a nonresponse rate of 6.2 percent, while those that were dependent had a rate of 20.0 percent. In the first follow-up, the nonresponse rate was 15.5 percent for filtered questions and 8.4 percent for unfiltered. HS&B base year and sophomore cohort first follow-up skip pattern item nonresponse reflects lower rates than NELS:88 first and second follow-ups, perhaps because HS&B used far fewer filter questions. The pattern for the NELS:88 second follow-up is similar to the NLS-72 base year student questionnaire, which likewise used many filter items.

Several factors contributed to the filtered item nonresponse rates for the first and second follow-ups. The NELS:88 first and second follow-ups did not use the HS&B approach of minimizing the number of filter questions and making virtually all filter items critical, and therefore subject to field edit and retrieval. Nor was the NELS:88 base year strategy of using a combination of critical item status and, where the routing could be contained within a single visual format such as a page or facing pages, the use of routing arrows employed. There were 75 filtered questions in the first follow-up dropout questionnaire, and 224 in the second follow-up dropout questionnaire. These differences in questionnaire design may account for much of the higher rate of missings associated with filter-dependent items in NELS:88 first and second follow-ups as contrasted to HS&B and NELS:88 base year.

Dropout Survey Item-Level Nonresponse by Critical Items. Since a complete edit with data retrieval for *all* missing items would be prohibitively expensive for most surveys, the conventional strategy is to identify a subset of "key" or "critical" items for each survey instrument which, if not answered, triggers an attempt to recontact the respondents to obtain the missing data.

The average second follow-up nonresponse rate for the 110 critical dropout items is 4.2 percent (unweighted, 4.0 percent), compared with an average of 4.0 percent on 27 critical items in the first follow-up. As a further point of comparison, the HS&B sophomore cohort first follow-up student questionnaire in 1982 had approximately 40 critical data points with 3.7 as the mean percentage of missing data.

Weighted nonresponse on key items ranged from zero percent to 23.5 percent. The item nonresponse rates for each of the critical items in the dropout questionnaire are shown in Table 3.4.2-3. Note that the table provides both weighted and unweighted item nonresponse rates for the critical items, as both are useful. From a methodological perspective, the quality of given items can best be assessed with raw data, since nonresponse adjustments generalize data to nonrespondents as well as respondents.

And, since Asians and Hispanics were oversampled, and typically carry smaller weights, while transfer students carry very high weights, interactions with subgroup responding characteristics can introduce distortions. On the other hand, from an analytic point of view, the weighted data provide a more meaningful item response rate, since the analyst is interested in population estimates and the effect of item nonresponse with application of the final weights can be assessed.

Summary and Conclusions. Overall, the second follow-up had a high rate of unit response. Cross-sectionally, around 88 percent of dropouts (and 93 percent of students) participated overall, while 96 percent of the in-school portion of the longitudinal cohort of eighth graders participated. These rates match the achieved 93 percent base year completion rate and the 91 percent dropout completion rate (94 percent for students) in the first follow-up. The weighted completion rate for dropouts in 1990 was 91 percent. Weighted response rates were 91 percent for students cross-sectionally[25] in 1990 and 93 percent for the panel (1988 participants who also participated in 1990 as students). While markedly higher than the base year and first follow-up, a high rate of item nonresponse (the overall nonresponse rate based on weighted data is 12.6 percent) was avoided. For a number of format and other questionnaire design reasons, filter questions appeared to work less than efficiently in the first and second follow-ups, and contributed to the higher item nonresponse--to both genuine nonresponse and to an undeterminable amount of artifactual nonresponse. The average nonresponse rate for critical items in the dropout questionnaire is 4.2 percent. In terms of questionnaire length, while nonresponse is noticeably high in the last section of the questionnaire, it is attributable to both a long instrument and to the skips within the section, which causes very high item nonresponse for subitems in nested patterns and drives the average item nonresponse in the section above the NCES standard. Total nonresponse based on weighted data is approximately 23 percent (with unit nonresponse at 88 percent and mean item nonresponse for responding units at 12.6 percent).

3.4.3 Observational Error: The Quality of Responses

Observational errors, deviations of the answers of respondents from their true values, stem from a complex set of factors, including the respondent's knowledge and motivation in interaction with the instrument, the adequacy of the instrument, and its mode of administration.[26] As Fetters, Stowe and Owings (1984, p. vii) note, "the quality of student questionnaire data depends on both the nature of the questions asked and the characteristics of the student who provides the answer."[27] This observation, though drawn from the analysis of questionnaire results, is equally applicable to cognitive test data.

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[25] While weighted response rates are slightly higher than raw response rates in the base year and for first follow-up dropouts, the weighted response rate is lower than the raw completion rate for the first and second follow-up student questionnaires. This largely reflects the effects of subsampling in the first follow-up, with lower completion rates for groups with higher weights (for example, a 20 percent subsample was taken of the transfer students, and transfers participated at a substantially lower rate than other students).

[26] R. Groves, 1989, *Survey Errors and Survey Costs*, page 11.

[27] Fetters, W.B., Stowe, P.S., and Owings, J.A. 1984. *High School and Beyond: Quality of Responses of High School Students to Questionnaire Items*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

Table 3.4.2-3
Nonresponse for critical items in the dropout questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2D5A	0.63	0.94
F2D6M	10.65	10.50
F2D6Y	7.91	7.69
F2D7	0.83	1.08
F2D8	2.42	2.81
F2D9AA	4.53	4.98
F2D9AB	4.33	5.08
F2D9AC	4.35	5.23
F2D9AD	5.10	5.92
F2D9AE	5.15	6.16
F2D9AF	4.60	5.14
F2D9AG	5.54	5.82
F2D9AH	5.09	5.87
F2D9AI	5.08	5.87
F2D9AJ	5.32	5.97
F2D9AK	5.20	5.97
F2D9AL	4.93	5.82
F2D9AM	5.03	5.82
F2D9AN	4.96	5.87
F2D9AO	4.66	5.37
F2D9AP	4.95	5.62
F2D9AQ	4.92	5.77
F2D9AR	4.76	5.92
F2D9AS	5.09	5.97
F2D9AT	4.93	5.77
F2D9AU	5.47	6.21
F2D9AV	21.63	23.52
F2D10A	0.44	0.49
F2D15	0.00	0.00
F2D17A	2.61	2.27
F2D20	1.89	2.07
F2D21A	3.31	2.81
F2D21B	3.39	2.91
F2D21C	3.55	3.06
F2D21D	3.36	2.86
F2D21E	3.39	2.86
F2D21F	3.48	2.96
F2D21G	3.47	2.96
F2D21H	3.52	3.11
F2D21I	3.41	2.71
F2D21J	3.65	3.11
F2D21K	3.40	2.91
F2D21L	3.44	2.91

(continued on next page)

Note: For a list of the actual questions, refer to Appendix K.

Table 3.4.2-3 (cont.)
Nonresponse for critical items in the dropout questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2D22A	3.59	3.16
F2D22B	3.84	3.45
F2D22C	3.78	3.40
F2D22D	3.79	3.45
F2D22E	4.02	3.60
F2D22F	3.56	3.25
F2D22G	4.12	3.80
F2D22H	3.70	3.25
F2D22I	4.09	3.85
F2D22J	3.91	3.60
F2D22K	3.92	3.60
F2D22L	3.96	3.65
F2D22M	4.01	3.70
F2D23A	3.92	3.30
F2D23B	4.26	3.60
F2D23C	4.26	3.60
F2D23D	4.26	3.60
F2D23E	3.84	3.21
F2D31	1.02	0.89
F2D36A	3.03	2.56
F2D36B	2.76	2.56
F2D36C	2.74	2.66
F2D36D	2.72	2.51
F2D36E	2.65	2.56
F2D36F	2.55	2.37
F2D36G	2.71	2.56
F2D36H	2.53	2.42
F2D36I	2.79	2.61
F2D36J	3.00	2.86
F2D36K	2.67	2.51
F2D36L	2.77	2.61
F2D36M	2.90	2.66
F2D36N	2.75	2.61
F2D36O	2.61	2.47
F2D40A	3.92	3.70
F2D45A	4.37	4.06
F2D45K	8.58	6.97
F2D45L	7.00	6.61
F2D59A	3.75	3.30
F2D59B	4.42	3.90
F2D59C	4.27	3.70
F2D59D	4.44	3.99
F2D59E	4.35	3.94

(continued on next page)

Note: For a list of the actual questions, refer to Appendix K.

Table 3.4.2-3 (cont.)
Nonresponse for critical items in the dropout questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2D66	1.91	2.17
F2D79	5.83	5.84
F2D80A	3.63	3.45
F2D80B	3.74	3.60
F2D80C	3.80	3.70
F2D80D	3.85	3.75
F2D80E	3.76	3.65
F2D80F	3.84	3.70
F2D80G	3.83	3.75
F2D80H	3.93	3.70
F2D80I	3.74	3.70
F2D80J	3.94	3.75
F2D80K	3.86	3.70
F2D80L	3.94	3.80
F2D80M	4.53	4.39
F2D80N	3.92	3.80
F2D80O	3.89	3.80
F2D80P	3.85	3.70
F2D80Q	3.81	3.70
F2D89	1.24	0.94
F2D91A	9.44	6.23
F2D91B	9.85	6.85
F2D91C	9.85	6.85
F2D91D	9.28	6.54

Note: For a list of the actual questions, refer to Appendix K.

Cognitive Test Battery Reliabilities. Results of psychometric analyses of the second follow-up cognitive test battery--including score means and standard deviations, reliabilities (coefficient alpha), and standard errors of measurement--will be presented in the *NELS:88 Second Follow-Up Psychometric Report*. For details on base year test differential item functioning, item statistics and other characteristics of the base year test data, see the *Psychometric Report for the NELS:88 Base Year Test Battery*.[28] Also, the results of psychometric analyses of the first follow-up test battery are reported in the *NELS:88 First Follow-Up Final Technical Report*.[29]

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[28] Rock, D.A., and Pollack, J.M.; Washington D.C.: NCES, 1991.

[29] Ingels S. J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

Base Year Quality of Student Responses. Kaufman, Rasinski, Lee and West[30] assessed the reliability and validity of NELS:88 base year student data. Their report examined the correspondence between parent and student responses to similar items, the consistency among student responses to related items, and the internal consistency reliability of scalable survey responses. Their general conclusions were that NELS:88 data exhibited a high degree of consistency and accuracy. Users of the base year data files may wish to consult the full report for further information on the quality of particular data elements, scales and constructs. When using models that incorporate a provision for measurement error, analysts may wish to consider using the reported validity coefficients as adjustment factors. Spencer, Frankel, Ingels, Rasinski, and Tourangeau analyzed high nonresponse items in the base year student questionnaire in order to determine the relationship between item nonresponse and student characteristics.[31] They found that item nonresponse was higher among males than females, and among blacks and Hispanics than among whites and Asians.

Quality of Responses to the First and Second Follow-Up Student Questionnaires. At this time, extensive data quality analyses have not been conducted for the first or second follow-ups. However, quality of response analyses were conducted for the HS&B tenth- and twelfth-grade data of 1980 by Fetters, Stowe and Owings. Given that HS&B in 1980 was a similar survey conducted under comparable conditions and with comparable populations, some of the broader conclusions drawn from the HS&B analyses are likely to apply to the data in NELS:88.

The HS&B analyses examined student questionnaire data validity using the parent questionnaire data and high school transcripts as the standard. Reliability coefficients were estimated from twin data.

Fetters, Stowe and Owings found a number of student characteristics to be associated with differences in data reliability and validity. High school seniors provided better quality data than did sophomores, and female students provided slightly better information than did males. White students provided better quality data than did Hispanic or black students, and students with high cognitive test scores provided better data than did students with low scores on the HS&B tests. In general, Fetters, Stowe and Owings found that contemporaneous and factually-oriented items were more reliable and valid than subjective and retrospective items.

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[30] Kaufman, P., Rasinski, K., Lee, R. and West, J. 1991. *Quality of the Responses of Eighth-Grade Students in NELS:88.* Washington, DC, U.S. Department of Education, NCES 91-487.

[31] Spencer, B., Frankel, M., Ingels, S., Rasinski, K., and Tourangeau, R. 1990. *NELS:88 Base Year Sample Design Report.* Washington, DC, U.S. Department of Education, NCES 90-463.

IV. Data Collection

This chapter describes the data collection procedures for dropout and student surveys in the NELS:88 first follow-up and second follow-up. Data collection procedures for all sources of contextual data (e.g., parent, teacher, and school administrator) from the base year, first follow-up and second follow-up are briefly summarized in Appendix A of this manual and are detailed in the respective user's manuals for these components.

4.1 First Follow-Up Data Collection

The first follow-up survey collected a second wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were enrolled in the tenth grade at the time of data collection. In addition, a first wave of data was collected from freshened students, and a first wave of dropout information was collected from those students who dropped out of school since the base year.

Contextual data were also collected. A questionnaire was administered to two teachers for each sampled student, as well as a separate questionnaire to the school administrator of each sampled school. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated four activities that had not been performed previously. First, in order to select the now dispersed first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was freshened to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those used in HS&B, were scheduled to administer the dropout or student questionnaire to sample members who were not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth-grade cohort of 1988, a subsample of first follow-up nonrespondents and base year ineligible students was further pursued.

The first follow-up survey was executed in four phases which spanned two years. Pre-data collection took place during phases 1 and 2, while data collection took place during phases 3 and 4 as follows:

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance and securing state, district, and school permission to conduct the study.

Phase 2. From September to December 1989, all first follow-up schools were contacted again in the fall of 1989, primarily to re-verify student enrollment, freshen the core and state augmentation student samples, and schedule in-school survey sessions.

Phase 3. Phase 3 comprised the main data collection period, from January through July 1990. Sample members completed either a dropout or student questionnaire, as well as a cognitive test battery. Data collection took place at either an in-school or off-campus group survey session.

Phase 4. After the main data collection period in phase 3, a second data collection effort was undertaken from January through June 1991. An attempt was made to administer a questionnaire to the population of sample members who missed in-school data collection sessions at the school or who were no longer enrolled in their phase 3 school and remained temporarily unlocatable. For more information, see section 4.1.2 for the dropout component and section 4.1.3 for the student component.

The number of completed instruments and completion rates based on sample eligibility for the dropouts are summarized in Table 4.1-1. While the first follow-up activities are summarized below, further information can be found in both the *First Follow-Up: Dropout Component Data File User's Manual* and the *First Follow-Up: Student Component Data File User's Manual*.

Table 4.1-1
Summary of NELS:88 first follow-up completion rates[a]

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.09%	94.10%
Student tests	17,352	94.14%[b]	95.23%[b]
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[b]	50.05%[b]
School questionnaire	1,291	NA	97.07%
School questionnaire[c]	17,663	91.97%	96.94%
Teacher questionnaire[d]	15,908	80.51%	87.31%

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of this manual.

[b] Percentage of completed tests is based only on those sample members who also completed a student/dropout questionnaire.

[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.

[d] Coverage rate for student participants of the total sample who also have a completed teacher questionnaire.

4.1.1 First Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January to June of 1989, phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance and securing state, district, and school permission to conduct the study.

Since 84.3 percent of the base year sample changed schools between eighth and tenth grades, an extensive student tracing effort was undertaken. This served two purposes. First, tracing provided the necessary information to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student and school sample was based on sample member clustering. The objective was to select approximately 21,500 base year sample members while restricting the number of schools in the sample to roughly 1,500. Second, tracing provided a starting point for measuring the fluid process of dropping in and out of school.

In order to draw the first follow-up sample it was necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. This was accomplished through sample members' base-year projected 1989-1990 school of attendance, and involved contacting schools directly to verify sample members' enrollment. After 18 weeks of tracing, 99.2 percent (*N*=26,211) of the base year sample (*N*=26,432) had been located.

In addition to the student tracing activity, the process of contacting the schools also took place in phase 1. A high degree of school-level cooperation was achieved in the first follow-up survey. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and dioceses. Of the 885 districts and dioceses contacted, 99.2 percent (*N*=878) agreed to participate in the study. School contacting proved equally successful with 99.2 percent (*N*=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school. A summary of the results of district (or diocese) and school contacting appears in the *First Follow-Up: Dropout Component Data File User's Manual.*

Phase 2. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule in-school data collection sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to participate in the study. Phase 2 was conducted from September to December 1989.

4.1.2 First Follow-Up Dropout Survey

During all four phases of the first follow-up, the enrollment status of the sample members was carefully monitored. If a student was found to have dropped out of school before data collection, the sample member was administered a dropout questionnaire rather than a student questionnaire.

Definition of a Dropout. For the purposes of the first follow-up data collection, the following definitions were used to identify students who dropped out of school:

1. an individual who, **during the spring of 1990**, according to the school (if the sample member could not be located), or according to the school and home, was not attending school or, more precisely, had not been in school for four consecutive weeks or more and was not absent due to accident or illness; or,

2. a student who, **during the spring of 1990**, had been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

In the NELS:88 first follow-up, the term "in school" was broadly defined. A sample member who was receiving any form of academic or vocational instruction was regarded as a student and as eligible for the student questionnaire. HS&B, on the other hand, viewed students more narrowly, as enrolled in a high school diploma program; unlike NELS:88 first follow-up, HS&B sample members attending a GED test preparation program or other special non-diploma program were regarded as dropouts.

Because contact was made with the NELS:88 schools during each of the four phases during the first follow-up, the enrollment status of each student was collected at four separate time periods. If at any point in phases 1 - 4 a student met the above criteria, the student was initially considered a dropout for the purpose of sampling and tracing.

Some students who were initially identified as dropouts later re-enrolled in their school before data collection took place in phase 3. A student in this situation was no longer considered a dropout, but was instead classified as a stopout. Barro and Kolstad (1987) define "stopouts" as "temporary dropouts"--that is, students who left school and then returned. In the NELS:88 first follow-up, a stopout was defined as a sample member who had dropped out of school between spring term 1988 and spring term 1990, but who had returned to school by the time an interviewer contacted the sample member to be surveyed. At the data collection level, stopouts who were identified in phase 1 or phase 2 as a dropout, but who, in phase 3, had been attending school for two weeks or more were administered the first follow-up student questionnaire and cognitive test battery. Stopouts who had been attending school for less than 2 weeks were administered the dropout questionnaire. A similar definition and data collection methodology was employed in the NELS:88 second follow-up.

When a school official identified a sample member as a dropout, interviewers were instructed to contact the household to confirm the status of the sample member. If either the sample member or an adult household member indicated that the dropout definition above was applicable, the sample member was classified as a dropout. This policy of confirming status through the household was applied during all four points of enrollment status verification.[1]

Furthermore, whenever a sample member was identified as a dropout, the sample member was flagged as such and the date he or she dropped out of school was recorded. If during subsequent enrollment verification contacts the sample member was found to have returned to school, the date he or she returned was recorded. Once a sample member was flagged as a dropout, regardless of whether or not he or she returned to school, the flag was maintained.

Data Collection. Data collection for the dropout survey was executed during phase 3 from January to July 1990, and phase 4 from January to June 1991. Under the initial data collection period in phase 3, interviewers administered the dropout questionnaire and cognitive tests to dropouts through off-campus group administration sessions.

The off-campus sessions were conducted from April to July 1990. Dropouts were asked to attend an off-campus session to complete a dropout questionnaire and cognitive test battery. In addition, students who transferred to new schools, who had missed data collection at the school, or who were enrolled in schools that had refused to participate in the study were also invited to the sessions and administered the student questionnaire and cognitive tests. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in an individual session or over the telephone.

During phase 4, a second data collection effort took place. In an attempt to obtain a more precise estimate of the cohort dropout rate for the eighth-grade class of 1988, enrollment status information was gathered for nonrespondents, previously identified dropouts (sample members who were identified as dropouts by school officials but not home-confirmed), and base year ineligible students.

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[1] For those cases where the school identified a sample member as a dropout but the sample member or a household member identified the sample member as a student, information about the student's new school of enrollment was collected. The new school was then contacted to verify that the student was in fact enrolled at that school.

Overall, 89.8 percent of dropouts (91.0 percent weighted) and 94.1 percent of students (91.1 percent weighted) were surveyed in the first follow-up.

Full and Abbreviated Questionnaire. Of the sample members who completed a questionnaire, 75.4 percent of dropout respondents completed a full or slightly modified version of the questionnaire during the initial data collection period in phase 3. Of those respondents, 66.3 percent also completed the cognitive test battery. Of the dropouts who completed a questionnaire, the remaining 24.6 percent completed an abbreviated dropout questionnaire during phase 4, and did not complete a cognitive test battery. Given the nature of the abbreviated questionnaires, toward the end of the second data collection effort interviewers were allowed to interview proxies. Of the 256 dropouts interviewed during phase 4, a total of 63 interviews were conducted with a proxy.

4.1.3 First Follow-Up Student Survey

Following phase 1 and 2 activities of tracing and securing cooperation, first follow-up data collection for the cohort took place during phases 3 and 4.

Phase 3. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school, including stopouts. Data collection took place at either an in-school or off-campus group survey session.

In-School Survey Sessions. From January to June 1990, in-school survey sessions were held in all selected schools where first follow-up sample members were enrolled. Survey instruments were administered in group sessions to an average of 13 students in each participating NELS:88 school. In-school survey procedures paralleled those used in the base year. One additional instrument, the new student supplement, was administered to base year nonrespondents and freshened students to collect basic demographic information previously collected from all base year participants.

Off-Campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted from April to July 1990. Students who transferred to new schools, who had missed data collection at their school, or who were enrolled in schools that had refused to participate in the study were invited to the sessions and administered the student questionnaire and cognitive tests. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in person or over the telephone.[2]

Phase 4. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort was undertaken in the spring of 1991. Between January and June 1991, an attempt was made to administer a questionnaire to the population of sample members who missed in-school data collection sessions at their schools, or who were no longer enrolled in their phase 3 school and had been temporarily unlocatable. This population was subsampled and, depending on school enrollment status, completed either an abbreviated student or dropout questionnaire over the telephone or in person. During phase 4 data collection, cognitive tests were not collected.

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[2] While off-campus survey sessions were held for students who transferred out of their NELS:88 school after sampling took place, the corresponding teacher and school administrator data were not collected for these students. Therefore, students in this situation do not have complete contextual data in the first follow-up.

Full and Abbreviated Questionnaire. Of the students who completed a questionnaire, 99.8 percent completed a full or slightly modified version of the questionnaire during the initial data collection period in phase 3. Respondents who received the full version of the student questionnaire were also administered a cognitive test battery. The remaining 0.2 percent of student respondents completed an abbreviated student questionnaire during phase 4, and were not administered the cognitive test battery. Given the nature of the abbreviated questionnaires, interviewers were allowed to interview proxies toward the end of the second data collection effort. Of the 34 students surveyed during phase 4, eight interviews were conducted with a proxy.

4.1.4 First Follow-Up Survey of Base Year Ineligible Students

The Base Year Ineligibles (BYI) Study of the NELS:88 first follow-up was a followback of students who had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year. The BYI study had several purposes, the primary foci of which were to correct for potential sample undercoverage; to accommodate the group of 1988-ineligible sample members who were 1990-eligible sophomores, and hence must be added to the 1990 survey to ensure its cross-sectional representativeness; and to provide a basis for a corrected cohort dropout estimate taking account of both 1988-eligible and 1988-ineligible eighth graders two years later.

Two kinds of information were sought from the sample of excluded students. First, it was to be determined if their eligibility status had changed. If so, these students were to be reclassified, and added to the longitudinal sample. They would then be administered, as appropriate, a dropout or student questionnaire. Second, for those who remained ineligible, their school enrollment status was to be ascertained, and basic information about their sociodemographic characteristics recorded. For eligibility and completion rate data, see Table 4.1.4-1.

4.1.5 First Follow-Up Data Collection Results

The number of completed instruments and completion rates based on sample eligibility are summarized in the *First Follow-Up: Dropout Component Data File User's Manual* for the dropout component, and in the *First Follow-Up: Student Component Data File User's Manual* for the student component.

4.2 Second Follow-Up Data Collection

The second follow-up survey collected a third wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were high school seniors at the time of data collection. In addition, dropout data were collected, as well as data from students freshened in the first and second follow-ups.

As in the base year and first follow-up, contextual data were again collected, although with some modification. Rather than collecting two teacher questionnaires for each student, the second follow-up collected up to one teacher report per student. Additionally, teachers were selected only in the areas of mathematics and science; unlike the two prior waves, English and Social Studies teachers were not surveyed in the 1992 round. The following contextual data were also collected: school transcript data

Table 4.1.4-1: Base year ineligibility and completion rate data in the first follow-up (N = 618)

Status of BYI Sample Member	Status		Located		Eligible		Completed Questionnaire	
	N	% of total	N	%	N	%[a]	N	%[b]
Student	464	75.1%	464	100.0%	277	59.7%	258	93.1%
Dropout	88	14.2%	88	100.0%	35	39.8%	32	91.4%
Out-of-Scope	28	4.5%	28	100.0%	N/A	N/A	N/A	N/A
Not Screened	38	6.1%	0	0.0%	N/A	N/A	N/A	N/A
Total BYI Sample Members	618	100.0%[c]	580	93.9%	312	53.8%	290	92.9%

[a] Percentage based on total located cases.
[b] Percentage based on total eligible cases.
[c] Due to rounding, percentage actually sums to 99.9%.

Note: Of the original 674 Base Year Ineligible cases, 48 BYI cases were found to be sampling errors in the first follow-up, and 8 were found to be sampling errors in the second follow-up.

for each sample member; a questionnaire from one parent of each dropout and student; and a questionnaire from the school administrator of each sampled school. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.[3]

Data collection methods adhered closely to those used in the base year and first follow-up surveys. The design of the second follow-up survey closely resembled that of the first follow-up, including extensive tracing efforts, sample freshening to generate a representative sample of the senior class of 1992, use of both in-school and off-campus survey sessions, and a survey of previously excluded students.

The second follow-up survey was executed in three phases which spanned two years. Pre-data collection activities took place during phases 1 and 2, while data collection took place during phase 3. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

Phase 1. Conducted from January to June 1991, phase 1 of the second follow-up survey encompassed the pre-data collection activities of tracing sample members to their school of attendance and securing state, district, and school permission to conduct the study.

Phase 2. From September to December 1991, all second follow-up schools were contacted again in the fall of 1991, primarily to re-verify student enrollment, freshen the core and state augmentation student samples, and schedule in-school survey sessions.

Phase 3. Phase 3 comprised the main data collection period, from January through June 1992 (although a small number of cases were collected through October 1992). Sample members completed either a student or dropout questionnaire, as well as a cognitive test battery. Data collection took place at either an in-school or off-campus group survey session.

The number of completed instruments and completion rates based on sample eligibility for the dropouts are summarized in Table 4.2-1. While the dropout and student follow-up activities are summarized below, further information on the student component can be found in the *Second Follow-Up: Student Component Data File User's Manual.*

4.2.1 Second Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January through June 1991, phase 1 included securing state, district, and school-level cooperation for the study as well as tracing sample members. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation were secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: to locate sample members for data collection purposes, and to define the schools to be included in the second follow-up sampling process. As in the first follow-up, interviewers determined the enrollment status of sample members by tracing the sample

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[3] While a questionnaire was sought from one parent of each dropout and student, approximately 1,500 parents of second follow-up student respondents were subsampled out late in the parent component data collection effort. Parents of dropouts were retained with certainty. For further information see the *NELS:88 Second Follow-Up: Parent Component Data File User's Manual.*

Figure 4-1: Second follow-up data collection phase diagram

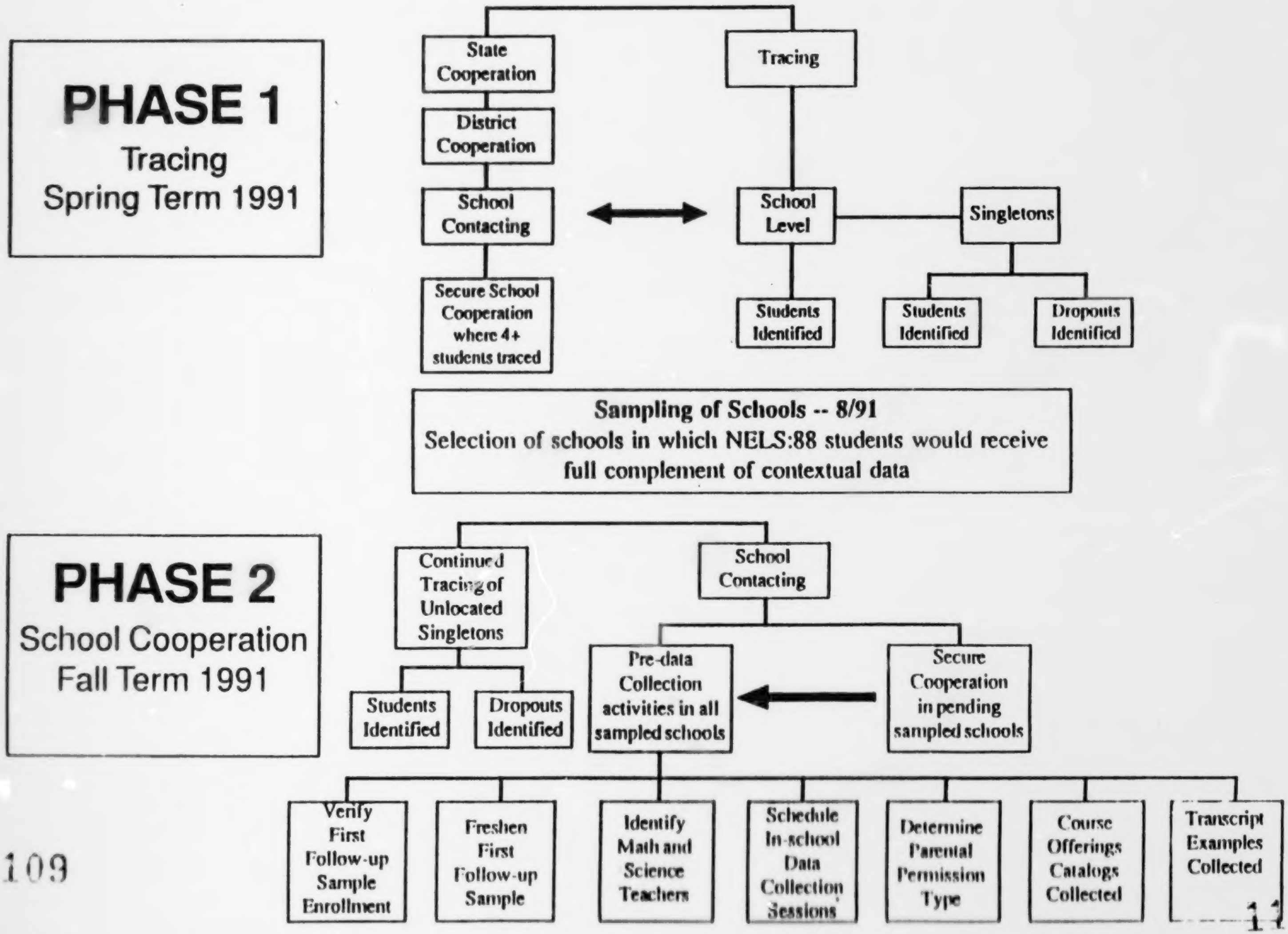

PHASE 1
Tracing
Spring Term 1991
State Cooperation
District Cooperation
School Contacting
Secure School Cooperation where 4+ students traced
Tracing
School Level
Singletons
Students Identified
Students Identified
Dropouts Identified
Sampling of Schools -- 8/91
Selection of schools in which NELS:88 students would receive full complement of contextual data
PHASE 2
School Cooperation
Fall Term 1991
Continued Tracing of Unlocated Singletons
Students Identified
Dropouts Identified
School Contacting
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify First Follow-up Sample Enrollment
Freshen First Follow-up Sample
Identify Math and Science Teachers
Schedule In-school Data Collection Sessions
Determine Parental Permission Type
Course Offerings Catalogs Collected
Transcript Examples Collected

Figure 4-1 (cont.): Second follow-up data collection phase diagram

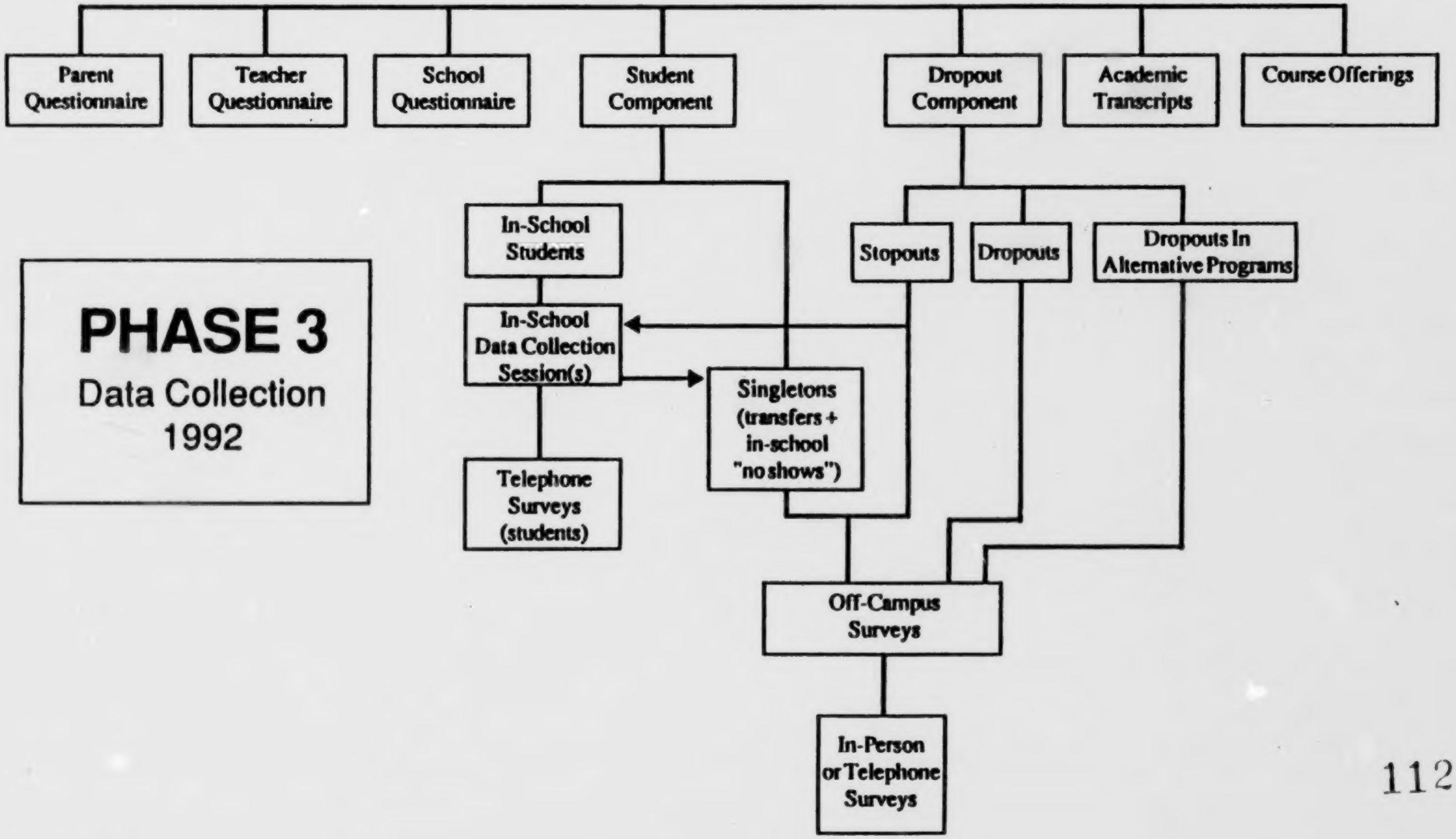

Parent Questionnaire
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
Academic Transcripts
Course Offerings
In-School Students
Stopouts
Dropouts
Dropouts In Alternative Programs
PHASE 3
Data Collection
1992
In-School Data Collection Session(s)
Singletons (transfers + in-school "no shows")
Telephone Surveys (students)
Off-Campus Surveys
In-Person or Telephone Surveys

Table 4.2-1
Summary of NELS:88 second follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	16,842	91.0%	92.5%
Student tests	13,267	76.6%[a]	78.8%[a]
Dropout questionnaires	2,378	88.0%	87.6%
Dropout tests	959	41.7%[a]	40.3%[a]
School questionnaire[b]	1,326	NA	97.1%
School questionnaire[c]	15,409	98.3%	98.2%
Parent questionnaire[d]	16,395	90.6%	93.2%
Teacher questionnaire[e]	9,853	90.8%	90.7%

[a] Percentage of completed tests is based only on those sample members who also completed a student/dropout questionnaire.

[b] 12th grade school completion rate (for school questionnaires) of eligible contextual schools, where at least one student has completed a questionnaire.

[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.

[d] Parent completion rate is based only on those sample members who completed a student/dropout questionnaire.

[e] Percentage of student respondents for whom a teacher rating was completed.

members to their first follow-up or new school of attendance. If an interviewer was unable to confirm school enrollment for a cohort member through the first follow-up school or a new school, the interviewer traced the sample member to a home address to confirm that the student was enrolled in a school or that the student had left school. Confirmation of a sample member's enrollment status determined which type of questionnaire--student or dropout--the sample member would be administered during the data collection period.

The second purpose of tracing was to determine the school sample. The second follow-up study was designed such that only students attending a school included in the second follow-up school sample would receive the full complement of contextual data including school administrator, parent, and teacher reports. (For sample members outside of the sampled schools, only the parent data was collected of the contextual components.) To maximize the number of students to receive the full complement of contextual data, student tracing determined the number of sampled students at each school. The school sample was then drawn so that the greatest number of students would be included in the school sample and receive the full complement of contextual data.

Phase 2. During phase 2, pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation were gained for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was reverified for students who were traced to a school which was selected for the second follow-up school sample.

Students attending a school not included in the second follow-up school sample and sample members who had left school were also traced again to their school of attendance or to a home address. Table 4.2.1-1 summarizes the results of district and school contacting and student tracing in phases 1 and 2.

Interviewers visited each of the second follow-up schools to conduct activities in preparation for data collection for all components of the study. For student data collection, they scheduled in-school data collection sessions and worked with school personnel to identify how parental permission for surveying students would be gained for an individual school. Using school rosters, interviewers freshened the student sample to allow a random sample of twelfth graders who were previously excluded from the study because, for example, they were not in the U.S. or in the eighth grade in 1988, and did not have a chance to be selected into the base year sampling frame. Refer to Chapter III of this manual for a complete discussion of freshening the student sample.

Table 4.2.1-1
Summary of NELS:88 second follow-up district/diocese and school contacting

	Eligible Sample[a]	Agreed to Participate	Cooperation Rate
District/Diocese Contacting:			
Public	862	853	99.0%
Catholic/ Other Private	52	52	100.0%
Total	914	905	99.0%
School Contacting:			
Public	1155	1145	99.1%
Catholic/ Other Private	232	228	98.3%
Total	1387	1373	99.0%

[a] This column represents the portion of the phase 1 sampled schools (*N*=1,500) that had at least one core sample member still enrolled at the end of the school contacting phase (phase 2) of the study. These numbers reflect the schools at which cooperation with the study was gained rather than the final subset of NELS:88 schools whose students were included in the contextual sample.

In preparation for data collection of the contextual components (the parent, teacher, school administrator, and academic transcript), interviewers collected parent address and telephone information for the parent survey. To identify the sample for the teacher survey, interviewers compiled the names of mathematics and science teachers of the student sample members. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Final Tracing Results. After the tracing of sample members was completed, 97.3 percent (N=20,623) of the 21,188 second follow-up sample had been located. Figure 4-2 illustrates the results of the second follow-up locating efforts. Of the 21,188 sample members, 83.3 percent were enrolled in high school, 8.2 percent were verified dropouts, 0.5 percent were identified by school officials as dropouts but were not confirmed as such, 4.1 percent were sample members who had already completed an alternative program, 1.3 percent were deemed ineligible to participate in the second follow-up study (e.g., deceased or moved out of the country), and 2.7 percent could not be located. (Due to rounding, the above percentages sum to 100.1 percent.)

4.3 Second Follow-Up Dropout Survey Data Collection

NELS:88 offers the opportunity to study, on a national scale with a large probability sample that includes significant representation of policy-relevant subgroups, both the early dropouts identified in the first follow-up, and later dropouts identified in the second follow-up. (HS&B collected dropout data as well, although it dealt only with sample members who dropped out after their sophomore year.) When taken together, the NELS:88 first and second follow-up studies give a fuller picture of dropout data over a four year span.

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out subsequent to the first follow-up. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

4.3.1 Defining a Dropout

The definition of a dropout employed in the second follow-up is an outgrowth of the definitions used in the NELS:88 first follow-up and HS&B. The design of the second follow-up sought to maintain a level of procedural and definitional consistency with both the first follow-up and HS&B in order to allow comparison of data between the second follow-up and the other two studies. However, the definition of a dropout differed somewhat between the NELS:88 first follow-up and HS&B. Therefore, changes were made in the methodology of the second follow-up to ensure compatibility with both.

In order to understand the rationale behind the dropout definition employed in the second follow-up, it is important to understand the definitions used in both the first follow-up and HS&B. Below is an overall view of the issues involved when defining a dropout, as well as a summary of the definitional approach taken in each of the three studies.

In general, there are four streams that a sample member could follow: 1) a sample member stayed in high school and worked towards a high school diploma; 2) a sample member dropped out of school and later re-enrolled in a high school program to obtain a high school diploma; 3) a sample member dropped out of school and worked toward obtaining a high school equivalency certificate through an alternative program; and 4) a sample member dropped out of high school and did not pursue a high school equivalency certificate. Figure 4-3 provides an illustration of the four paths a sample member could follow.

Each of the three studies (HS&B, NELS:88 first follow-up and NELS:88 second follow-up) determined which sample members in the four streams were classified as students and which were

Figure 4-2: Second follow-up tracing results (*N*=21,188)

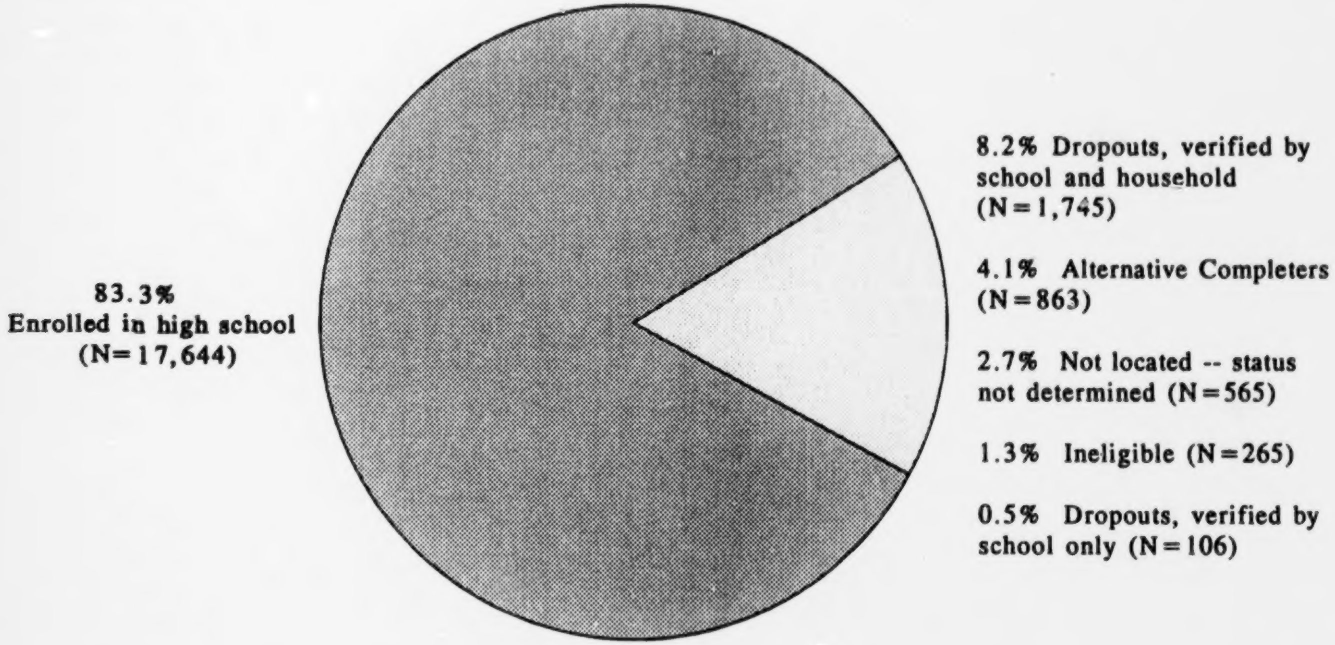
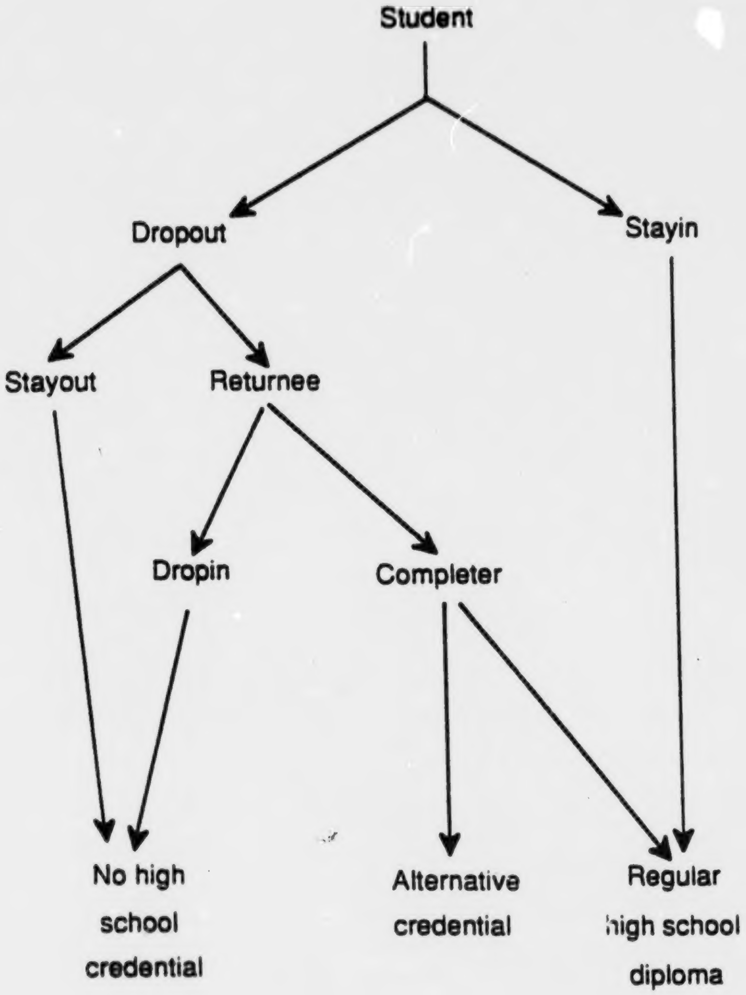


Figure 4-3: Alternative educational paths through high school


Student
Dropout
Stayin
Stayout
Returnee
Dropin
Completer
No high school credential
Alternative credential
Regular high school diploma

Note: A within-round dropout-returnee is, in NELS:88 parlance, a "stopout." During the second follow-up, a stopout was defined as a sample member who had dropped out of school at some point in the 1990-1991 or 1991-1992 school years, but had returned to school by the spring of 1992. A similar definition was employed in the NELS:88 first follow-up. In the above diagram the term "dropin" refers to a sample member who dropped out of high school, then returned to high school (making the sample member a stopout as described above), and then dropped out of high school again for a final time.

Source: The Condition of Education, NCES, 1986 classified as dropouts. While students who complete high school and dropouts who never seek further schooling can easily be classified, it is more difficult to classify those sample members who dropped out of school but later enrolled in an alternative education program. Dropouts who enroll in an alternative program could be classified as either a dropout or a current student, depending upon which aspect of the sample member's education the study chooses to focus.

A study's definition of student and dropout has large implications for two important questions: 1) how should the sample members be classified, and 2) which questionnaire--student or dropout--should be administered to the sample members? The classification of a sample member influences sampling, since cases were subsampled or retained with certainty based on their classification status. During data collection, the definition of student and dropout affected whether the sample member was administered a student questionnaire or dropout questionnaire. (Usually the classification status and type of questionnaire administered worked hand in hand. Exceptions are noted below.)

With these two critical questions in mind, below is a summary of how these questions were answered in each study. Figure 4-4 provides a summary of the definitions described below.

Definition of a Dropout and Alternative Completer. The definitions for dropout and alternative completer employed in HS&B, NELS:88 first follow-up and NELS:88 second follow-up are as follows:

HS&B. According to the HS&B definition, any base year (1980) sophomore who was not enrolled in high school and had not graduated from high school at the time of the first follow-up survey is a dropout. More specifically, HS&B classified as dropouts any sophomore who was enrolled in the spring term of 1980 but who had not attended school for a month or more (not due to illness or accident) or had not graduated from high school (for example, early graduates but not including GED recipients at that point in time).

The more difficult issue was how to handle those sample members who left high school but enrolled in an alternative program or continuation school such as dropout centers, GED test preparation classes, and evening or adult high schools. In HS&B, any sample member who was no longer enrolled in high school, whether the sample member was receiving continuing education through an alternative program or not, was classified as a dropout. Therefore, sample members no longer in high school but attending an alternative program (regardless of completion status in the alternative program) were administered the dropout questionnaire.

The only exception to this is students who entered an alternative program that led to a high school diploma rather than an equivalent to a diploma, such as a program for pregnant students or students who were mothers. These sample members were classified as students, and were administered the student questionnaire.

NELS:88 First Follow-Up. In the NELS:88 first follow-up, a similar definition to HS&B was used for dropouts at the time of inquiry with the school regarding the student's enrollment status:

1. an individual who, during the spring of 1990, according to the school (if the sample member could not be located), or according to the school and home, had not been in school for four consecutive weeks or more and was not absent due to accident or illness; or,

Figure 4-4: Questionnaire type administered in HS&B, NELS:88 first follow-up and second follow-up

HIGH SCHOOL AND BEYOND

Sample Member's Situation	Questionnaire Administered
enrolled in high school:	student questionnaire
graduated early:	student questionnaire
not enrolled in HS, but enrolled in GED preparation classes or other special program, or already received GED:	dropout questionnaire
dropout (haven't attended school for 20 consecutive days or more and receiving no form of academic or vocational instruction):	dropout questionnaire

NELS:88 FIRST FOLLOW-UP

enrolled in high school:	student questionnaire
graduated early:	student questionnaire
not enrolled in HS, but enrolled in an instructional program of any kind (GED preparation, vocational training, tutored while incarcerated, etc.), or already have GED:	student questionnaire
dropout (haven't attended school for 20 consecutive days or more and receiving no form of academic or vocational instruction):	dropout questionnaire

NELS:88 SECOND FOLLOW-UP

enrolled in high school:	student questionnaire
graduated early or have already received equivalency certification:	student questionnaire
not enrolled in HS, but enrolled in GED preparation classes or other special program, but have not received equivalency certificate:	dropout questionnaire
dropout (haven't attended school for 20 consecutive days or more and receiving no form of academic or vocational instruction):	dropout questionnaire

2. a student who, during the spring of 1990, had been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

Note that this definition requires that dropout status normally be double-confirmed: both the school and the household must agree in their reports that the sample member's school attendance behavior conforms to the first follow-up definition of a dropout. Sample members who met either part of this definition were administered a dropout questionnaire.

The NELS:88 first follow-up defined "in and out" of school differently from HS&B with regard to sample members who left their high school and enrolled in an alternative program. Unlike HS&B, NELS:88 first follow-up considered these sample members to be students rather than dropouts, regardless of the nature of the alternative program. As long as a sample member was enrolled in a program of academic instruction, the sample member was classified as a student and was administered the student questionnaire.[4] Thus, students who were institutionalized (for example, in jail or reform school) and received academic instruction, as well as students in a home study situation and those attending night classes, completed the student questionnaire.

Additionally, sample members enrolled in alternative programs were also regarded as students for sampling purposes. These sample members were not retained with certainty in the first follow-up.

The reason for deviating from HS&B methodology for sample members in alternative programs came from the first follow-up field test. Results from the field test showed that sample members in alternative programs often found it difficult to answer some items because the questions implied they were not in school. Some of these respondents reported they were not dropouts but were still students, even though in some cases they could not have been referred to their alternative program unless they had dropped out of school. The conclusion was that there may be some reluctance to identify oneself as a dropout when one is a participant in an alternative program, either because dropping out is viewed as socially undesirable, or because persons who attend an alternative program may see themselves as students, regardless of the fact that they are not attending a high school diploma-granting program. Therefore, sample members in alternative programs were administered the student questionnaire in the first follow-up. Only sample members who were receiving no academic or vocational instruction were administered the dropout questionnaire.

NELS:88 Second Follow-Up. Because the HS&B first follow-up and the NELS:88 first follow-up used different criteria for determining the classification status of sample members who left high school but enrolled in alternative programs, a goal of the NELS:88 second follow-up was to collect data from dropout sample members in such a way that would be compatible with both HS&B and the NELS:88 first follow-up.[5]

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[4] "...a program of academic instruction..." was based on the sample member's definition of academic instruction. It could include programs which led to the equivalent of a high school diploma, such as a GED test preparation program. It could also include programs which did not lead to the equivalent of a high school diploma, such as a vocational training program.

[5] For a discussion of the implications of NELS:88-HS&B dropout definition differences for making cross-cohort comparisons, see Appendix D: Conducting Trend Analyses of HS&B and NELS:88 Sophomore Cohort Dropouts.

The second follow-up utilized essentially the same definition for dropouts as did HS&B and the first follow-up. In the second follow-up, the following definition was used for dropouts at the time of inquiry with the school regarding the student's enrollment status:

1. an individual who, during the spring of 1992, according to the school (if the sample member could not be located), or according to the school and home, has not been in school for four consecutive weeks or more and is not absent due to accident or illness; or,

2. a student who, during the spring of 1992, has been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

As in HS&B and the NELS:88 first follow-up, sample members who met either of the above criteria were administered the dropout questionnaire, with the following exception: if a sample member left high school but earned the equivalent of a high school diploma in an alternative program by the time of second follow-up data collection, the sample member was classified as an alternative completer and administered a student questionnaire. By doing so, the second follow-up deviated somewhat from HS&B. Note, however, that this definition applied only to dropouts who earned an equivalency certificate. If, on the other hand, a sample member was enrolled in an alternative program but had not earned an equivalency certificate by the time of second follow-up data collection, the sample member was classified as an alternative student but administered a dropout questionnaire.

Two additional changes were made in the second follow-up. Unlike the first follow-up, which included vocational programs in the definition of "alternative program," the second follow-up definition included only programs that led to the granting of a high school equivalency certificate. The second change involved the use of a screener to determine which questionnaire should be administered to sample members who left high school. As noted above, the first follow-up field test found that dropouts enrolled in an alternative program usually thought of themselves as students, and were therefore administered the student questionnaire. The second follow-up, rather than relying on a sample member's self-reporting of enrollment status, used a screener to determine the enrollment status and questionnaire type for each dropout who attended an alternative program. The screener asked questions about the sample member's current high school enrollment status, involvement in an alternative program, and any equivalency certificates earned. Use of the screener enabled the second follow-up to more closely match the type of questionnaire administered with the sample member's enrollment status. A copy of the screener can be found in Appendix J.

The change in the dropout definition in the NELS:88 second follow-up brought several advantages. In addition to allowing compatibility with both the NELS:88 first follow-up and HS&B, the definitional change allowed two possibilities: 1) the modified definition enabled administration of the questionnaire type to more accurately match the sample member's education status, and 2) the modified definition broadens the possibilities for data analysis.

The first reason for the change was to collect data that more closely reflected the sample member's education status, including equivalency certificates earned beyond the event of dropping out of high school. Both HS&B and the first follow-up were limited in their approach to dropout sample members. HS&B regarded all persons who left high school as dropouts, even for those persons who went on to earn a high school equivalency. The first follow-up regarded any dropout who later enrolled in some type of educational program to be a student, even if the program did not lead to a high school equivalency certificate.

In response to HS&B and the first follow-up, the second follow-up sought to collect data that more accurately captured a sample member's situation by considering the status of a sample member's high school equivalency certificate at the time of data collection. Because persons who drop out and later earn a GED certificate are technically considered equivalent to a high school graduate, to continue to classify these sample members strictly as dropouts does not describe the fullness of their academic status, particularly because some second follow-up dropouts were already enrolled in post-secondary education by the time of data collection. By administering a student questionnaire to those sample members who had already earned an equivalency degree, the second follow-up collected data in keeping with the fact that a high school equivalency certificate is legally recognized as the completion of high school.

On the other hand, by administering a dropout questionnaire to sample members who dropped out of high school and had not yet earned an equivalency certificate by the spring of 1992, the second follow-up was in keeping with the sample member's academic status as a high school dropout, even if the sample member was enrolled in an alternative program at the time. The decision to administer a dropout questionnaire to this population is supported by the fact that these sample members have dropped out of high school and although enrolled in an alternative program may not earn their equivalency certificate. Some alternative programs (typically, night high schools, and often, GED preparation classes) offer rigorous programs that require a substantial time commitment; others require minimal time commitment compared to a regular high school. Because the situation of individuals in this category varies, some sample members more closely resemble dropouts, while others more closely resemble students. In order to maximize comparable dropout questionnaire data, the NELS:88 second follow-up followed HS&B precedent in administering the dropout instrument to this group.

The second reason for the definitional modification relates to data analysis. By modifying the dropout definition in the second follow-up, a wider range of analysis possibilities is available than is the case for NELS:88 first follow-up. Sample members classified as alternative completers can be included or compared with either students or dropouts. Additionally, alternative completers can be examined separately, depending on the objectives of the analyst, and those who have completed alternative certification can be distinguished from out-of-school students who are receiving instruction toward alternative credentials. In later rounds, the analyst can examine the comparability of a high school diploma and the GED or other equivalency certificate in the market place. It has been noted that GED recipients are sometimes not as readily accepted by employers as those who have earned a high school diploma, even though the two are technically equivalent (for example, in 1992 the U.S. Army, the last branch of the armed services to accept GED holders "stopped accepting recruits with GED diplomas because, it said, they failed basic training at twice the rate as recruits with traditional high school diplomas").[6] Cameron and Heckman, analyzing National Longitudinal Survey of Labor Market Experience/Youth Cohort data, report that "exam-certified high school equivalents are statistically indistinguishable in their labor market outcomes from high school dropouts."[7] Pendleton (1988) reports that GED holders generally fall between dropouts and high school graduates in their literacy skills.[8] Analytical flexibility was maximized by distinguishing between those who have completed alternative credentialling, those who are enrolled in programs to that end, those who are in a high school diploma track, and dropouts receiving no academic instruction.

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[6] *New York Times*, June 15, 1993.

[7] "The Nonequivalence of High School Equivalents," Stephen V. Cameron and James J. Heckman, *Journal of Labor Economics*, January 1993, pp.1-47.

By using future longitudinal data from the NELS:88 third follow-up of 1994, the analyst can compare the types of occupations and employment information of high school graduates with those sample members who earned a GED. Between the dropout and student data, 325 questionnaire items overlap the two components. A chart providing information on the specific items which overlap can be found in Appendix E.

This is not to say, however, that the single NELS:88 first follow-up definition of dropout status, and the further distinction of alternative completers in the NELS:88 second follow-up, always map smoothly into each other for cross-wave analysis. In particular, it is not possible to ascertain for NELS:88 questionnaire completers all cases of 1990-92 enrollment status change. There are instances in which an individual could have had the same situation in 1990 and 1992, but have been differently classified and have received a different questionnaire, at each of these time points. For example, let us say that an individual had left school after eighth grade and in 1990 was taking classes at a night high school in preparation for the GED examination. This individual would have been classified as a student, and would have been administered the student questionnaire in 1990. In the meantime, this individual might have failed the GED test and might be again taking preparation classes in the spring of 1992. Under the NELS:88 second follow-up definitions, this individual would have been classified as an alternative completer (thus, at the analyst's preference, either as a dropout or as a student); but it was the dropout questionnaire that was systematically assigned to alternative completers. Thus student data would be available for this individual in 1990, dropout in 1992, although the individual's circumstances would have been identical at both points in time. While the individual's 1992 circumstances would be clear, incomplete information would be available (from either the student questionnaire, or enrollment classification variables) about the 1990 situation to identify it as the same.

Definition of a Stopout. The term "stopout" refers to any sample member who was identified at one time as being a dropout, but had returned to school by the time data collection began.[9] While stopouts are by definition not considered dropouts, each study had to answer the same two questions faced with dropouts: how are sample members with stopout episodes to be classified, and which questionnaire--the student or dropout--should be administered to stopouts? Because HS&B and the waves of NELS:88 collected stopout information differently, and because some stopouts in certain situations were given a dropout questionnaire, the answers to these questions are discussed below.

HS&B. Stopouts were identified in HS&B through an item on the student questionnaire (Q.17) that asked if there were gaps in school attendance of a given duration (such as four consecutive weeks of unexcused absence).

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[8] A. Pendleton, *Young Adult Literacy and Schooling*, 1988, Washington, D.C.: National Center for Education Statistics (NCES 88-604).

[9] The term "stopout" only applies to sample members who have dropout and dropin episodes within one wave of the study. Those sample members who were classified as a dropout at the end of one wave and were then back in school at the beginning of the next wave are not considered stopouts. Rather, the sample member is simply considered a dropout in the wave he or she dropped out, and a student in the next wave.

The limitations of the HS&B approach are 1) Q.17 made no attempt to place the stopout event in time; 2) identification as a stopout depended on the student's own report, which in turn assumed that the student truthfully completed the item; and 3) the information is subject to unit and item nonresponse.

NELS:88 First Follow-Up. In the first follow-up, a different approach was used to identify stopouts. Rather than asking the students to report on their own dropout spells, the first follow-up identified stopouts during the process of confirming a sample member's school enrollment status with the school's administrative office. Enrollment status was confirmed at three distinct stages after the spring term of 1988:

Phase 1:	Tracing; spring term 1989 (eighth-grade cohort members traced and enrollment status ascertained).
Phase 2:	School contacting; fall term 1989 (verifying sample members' school enrollment, freshening the sample).[10]
Phase 3:	Data collection; spring term 1990 (reverification of school enrollment status).

A sample member could have been identified as a dropout at phase one or phase two, but then identified as back in school at phase 3. All sample members who were earlier identified as a dropout and then re-enrolled in high school by phase 3 were classified as stopouts.[11]

During data collection, all stopouts were administered a student questionnaire as was done in HS&B, with the following exception. As noted in the first follow-up definition for a dropout, any stopout who returned to school less than two weeks prior to data collection was administered a dropout questionnaire. The sample member was still classified as a stopout; however, given the brief time the student was back in school, the dropout questionnaire was considered the more appropriate survey instrument for the student's situation. Additionally, in terms of sampling, stopouts were retained with certainty.[12]

The NELS:88 approach also has limitations. Students were not continuously observed; their status was checked at three time points over two years, and the third enrollment status check was the most probing. Hence some dropout events may have been missed, and episodes of stopping out undercounted. Additional NELS:88 data sources (for example, gaps in the high school transcript, second follow-up parent reports) may give evidence of missed dropout spells.

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[10] The process referred to here as "freshening" added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992. Section 3.3.3 of this manual provides a detailed description of the freshening process.

[11] For specific data regarding stopout episodes, refer to variable F1DOSTAT in the *First Follow-Up: Dropout Component Data File User's Manual*, Appendix H, page 2, or in the *First Follow-Up: Student Component Data File User's Manual*, Appendix I, page 2.

[12] As used here, the term "stopout" only applies to sample members who have dropout and dropin episodes within one wave of the study.

NELS:88 Second Follow-Up. The classification and data collection criteria for the second follow-up were identical to those used in the first follow-up.[13] Stopouts were administered a student questionnaire, except for stopouts who returned to school less than two weeks before data collection. Those students were administered a dropout questionnaire. Additionally, in terms of sampling, stopouts were retained with certainty.

Definition of Chronic Absentees. Chronic absentees are those students who had up to 20 absences from school during one school year. Because the NELS:88 first follow-up pursued substantial numbers of sample members who were absent during the in-school data collection sessions, item 13 in the 1990 student questionnaire may be of some value in identifying chronic absentees. This item reads, "In the first half of the current school year, about how many days were you absent from school for any reason?" Response options range from "None" to "21 or more."

A similar question was asked in the second follow-up. Item 11B reads, "During your last *unexcused* absence, how many days of school did you miss?" Because this question is based on a filter, only students who had one or more unexcused absences answered this question. The response categories are "One" to "21 or more."

Additional absentee information for the second follow-up can be found in the transcript data. However, it should be noted that absentee information was listed on transcripts for only about half of the transcripts collected.

4.3.2 Tracing and Verification of Enrollment Status

Because verification of a sample member's enrollment status had direct implications for subsampling and type of questionnaire administered, the process of tracing and verifying sample members' enrollment status was carefully planned out. There were three distinct time periods in which second follow-up staff confirmed the enrollment status of sample members:

Phase 1:	Tracing; spring term, 1991. Tenth-grade cohort members traced and enrollment status ascertained.
Phase 2:	School contacting; fall term, 1991. Verified sample members' school enrollment, freshened sample.
Phase 3:	Data collection; spring term, 1992. Reverified sample members' school enrollment.

During phases 1 - 3, second follow-up staff contacted the sampled schools to verify the enrollment status of each sample member. If the school identified a student as having dropped out of school, an attempt was made to verify this information directly with the sample member. If the sample member could not be reached, an attempt was made to confirm this information with an adult member of the sampled student's household. This method of double-confirming the dropout status of sample members was followed in both NELS:88 first follow-up and second follow-up.

In addition to double-confirming a sample member's enrollment status, a screener was used to determine which questionnaire the sample member should complete. As noted above, a stopout or alternative completer could possibly complete either a student or dropout questionnaire, depending on the sample member's situation. Therefore, the screener provided the field interviewers with a tool for consistently ascertaining the type of questionnaire to administer to the sample member. A copy of the screener is found in Appendix J.

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[13] Additional stopout information can be found in the parent questionnaire, questions 36 and 37.

4.3.3 Data Collection Procedures

Like the student data collection for the second follow-up, data were collected from dropouts during phase 3, from January through October 1992. Interviewers administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions. An attempt was made to procure sites for these sessions that approximated, as closely as possible, the characteristics necessary for an in-school survey room. Off-campus sessions were conducted in public libraries, community centers, and similar locations.

In off-campus survey sessions, interviewers followed the same procedures as for in-school sessions. Attendance was taken; permission was checked; in-school scripts and instructions were read; instruments were administered with the precise timing of an in-school session; and critical items were edited and retrieved. Dropouts attending off-campus sessions were reimbursed (up to $20) for travel expenses at the end of the session. This reimbursement was not a payment for participation. If possible, dropouts were invited to the same off-campus sessions as in-school students.

In some cases it was preferable to administer the survey in a one-on-one session rather than a group session. An individual session was held when only one respondent in a particular area was eligible for an off-campus administration, or when it was not possible for the sample member to attend a group session. Interviewers followed the same procedures as for in-school and central site off-campus administrations.

A number of cases were also completed over the telephone or by mail. After using a status screener to confirm a sample member's dropout status, some respondents who were difficult to reach by telephone were administered the dropout questionnaire immediately once the dropout was reached by telephone. Additionally, mail administration was used for some dropouts who could not attend a survey session, such as dropouts who were institutionalized. When the questionnaire was administered over the telephone or by a mailed self-administered questionnaire, cognitive test data were not collected.

Overall, 88.0 percent (weighted) of the selected dropout/alternative sample completed a dropout or student questionnaire (N=2,378). Of the 2,378 who completed a questionnaire, 71.1 percent (N=1,691) received a full version of the questionnaire, of which 56.7 percent (N=959) also completed a cognitive test battery. The remaining 28.9 percent of the 2,378 dropout and alternative respondents completed a questionnaire modified slightly for telephone administration, and no cognitive test battery. Table 4.3.3-1 summarizes the mode of questionnaire administration for dropout and alternative sample members. Because many cases were completed by telephone, thereby prohibiting administration of the cognitive test battery, the mode of administration had a significant negative impact on cognitive test completion among dropout and alternative sample members.

4.3.4 Second Follow-Up Dropout Survey Data Collection Results

The number of completed instruments and completion rates based on sample eligibility for the dropouts are summarized in Tables 4.6-1 and 4.6-2.

Table 4.3.3-1: Second follow-up questionnaire type by administration mode

SAMPLE CLASSIFICAITON

Administration Type		Student		Dropout/Alternative		Total	
Version	Mode	N	% of total	N	% of total	N	% of total
Full[a]	In person	15,461	91.8%	1,691	71.1%	17,152	89.2%
Modified[b]	Telephone	1,326	7.9%	645	27.1%	1,971	10.3%
Abbreviated[c]	Telephone	55	0.3%	42	1.8%	97	0.5%
	Total:	16,842		2,378		19,220	

[a] Full questionnaires were administered to sample members who were surveyed in-person or by mail.

[b] Modified questionnaires were administered to sample members who completed the questionnaire over the telephone. The same questions were used as in the full version, but the questions were adapted for better oral comprehension.

[c] Abbreviated questionnaires were administered in a small number of cases where the responded would not complete either a full or modified questionnaire.

4.4 Second Follow-Up Student Survey

Phase 3. Data collection followed phase 1 and 2 activities of tracing and securing cooperation, from January through October 1992. Data collection activities in the second follow-up closely paralleled those in the first follow-up survey. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school, either through an in-school or off-campus group survey session.

For the small number of students who could not attend an off-campus survey session, telephone interviews were conducted using a version of the student or dropout questionnaire adapted for administration over the telephone. Given the mode of administration, test data were not collected for these sample members.

Overall, 91.0 percent (weighted) of the selected student sample completed a student questionnaire (N=16,842). Of the 16,842 who completed a questionnaire, 91.8 percent (N=15,461) received a full version of the questionnaire, of which 85.8 percent (N=13,267) also completed a cognitive test battery. The remaining 8.2 percent of the 16,842 student respondents completed a questionnaire modified slightly for telephone administration, and no cognitive test battery. Table 4.3.3-1 summarizes the mode of questionnaire administration for student sample members.

In-School Survey Sessions. From January to June 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Student questionnaires and four cognitive tests in math, science, reading, and social studies were administered in group sessions of approximately nine students during the first in-school data collection session and three students during any second in-school data collection sessions.

Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, and, if applicable, the new student supplement or the early graduate supplement. Students who had transferred into or out of a school within the two weeks prior to the survey session were asked to report on their previous school of attendance. Transfer students who had been at the surveyed school for two weeks or longer were asked to report on their current school. After the students completed the questionnaire, an 85-minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/citizenship/geography). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[14]

At the end of the survey session, arrangements were made to conduct make-up sessions for students whose class schedule required that they leave before completing both instruments, and for students who were scheduled but unable to attend the initial survey session. If fewer than five students were scheduled for a make-up session, school staff were asked to handle the arrangements and oversee its administration; however, to ensure respondent confidentiality, school staff were prohibited from reviewing the student questionnaire for completeness. When five or more students were scheduled for a make-up session or when school staff were unavailable to conduct a make-up session, interviewers arranged a return visit to the school.

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[14] At data collection sessions, interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

Off-Campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

4.5 Followback Study of Excluded Students (FSES)

In the first follow-up study, most classification changes were made for a sample of students who had been excluded from the base year study. Of the 618 base year ineligible sample members (BYIs), 580 were located and 312 were reclassified as eligible during the first follow-up. (Table 4.2.4-1 in the *NELS:88 Second Follow-Up Student Component Data File User's Manual* contains additional completion rate data for the BYI study.) In the second follow-up, the remaining ineligible students--BYIs who were ineligible in the first follow-up or more rarely, students who were eligible in the base year but who became ineligible in the first follow-up through the occurrence of some sort of incapacitation--were pursued as a part of the Followback Study of Excluded Students.

The Followback Study of Excluded Students of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year, and were subsampled into the Base Year Ineligible Study in the first follow-up; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. If the students had since become eligible for NELS:88, the followback study attempted to survey them.

The followback study continued the first follow-up base year ineligible study for several purposes. First, if the five percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this difference could bias baseline results and subsequent longitudinal measurements. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates, such as dropping out between eighth and twelfth grade.

Second, an individual's eligibility status could potentially change. A student excluded on language grounds in 1988 or 1990 could have gained sufficient proficiency in English by 1992 to complete the student questionnaire. Like the complementary activity of sample freshening, the followback study of excluded students sought to generate a nationally representative sample of twelfth-grade students.

Third, eligibility rules were modified in the first follow-up and retained in the second follow-up to allow for completion of the student questionnaire in Spanish in addition to English. By giving 1988 and/or 1990 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1992, the revised eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Data Collection Procedures. Data collection for the followback study of base year excluded students took place during the main study data collection effort between April and October 1992. Interviewers attempted to identify excluded students who were eligible to be added to the longitudinal sample in the second follow-up. They obtained the following information about the excluded student from the student's current school, school last attended, or the student's home:

- **Sex (if unknown):** male or female;
- **Race/ethnicity (if unknown):** white, black, Hispanic, Asian/PI, American Indian, other;
- **School enrollment status:** dropout, student, or alternative completer; and,
- **Eligibility:** English/Spanish language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire), reading ability level of at least eighth grade.

After collecting the above information, interviewers attempted to identify whether or not the student was capable of meaningful participation in the survey under normal conditions. To make this assessment, interviewers were instructed to obtain reports from persons with first-hand knowledge of the students, such as a special education teacher, a bilingual teacher, a language arts teacher, or a guidance counselor. Interviewers often spoke with several staff members to identify the staff member who was most qualified to assess whether or not the student could participate. Unless there was a severe mental or physical disability or lack of facility with written English or Spanish and the member was unable to complete the survey instruments under normal circumstances, the student was considered eligible to participate in the study.

The results of data collection for FSES are summarized in Table 4.5-1. Eligibility information was gathered for 94.7 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered either in person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained.

4.6 Second Follow-Up Student Survey Data Collection Results

Tables 4.6-1 through 4.6-3 summarize the data collection results for the student and dropout components of the NELS:88 second follow-up study. Panel completion rates reported in tables 4.6-2 and 4.6-3 represent the proportion of base year completers who were also first follow-up completers, for whom a second follow-up questionnaire was completed as well. (Eighth grade cohort members who failed to participate in 1988, in 1990, or in both rounds, are excluded from the base for this statistic.) Completion rates in 1992 for 1988-90 participants are reported overall and by subgroups of interest.

However, one may wish to view panel maintenance and attrition from additional perspectives. For example, one may wish to consider what proportion of the 1990 first follow-up-retained 1988-eligible base year cohort has participated in all three waves of NELS:88 to date. When the panel so defined--that is, all 1990-retained 1988-eligible students and dropouts, including those who have died or suffered a grave impairment that has made them ineligible, and those who have been out-of-scope (out of the country) for either or both follow-up waves--the proportion who participated (that is, completed a student/dropout questionnaire) in all three (1988, 1990, and 1992) waves is 84 percent. Another statistic of interest is the proportion of base year participants successfully resurveyed in each follow-up round. Some 95 percent (94.7%) of base year questionnaire completers also completed a questionnaire in the first follow-up, and 93 percent (93.1%) of base year questionnaire completers participated in the second follow-up. About 90 percent (89.7%) of base year participants completed both the first (1990) and second (1992) follow-up questionnaires.

Table 4.5-1 Results of the NELS:88 followback study of excluded students (FSES) *N*=370

ORIGIN AND ELIGIBILITY STATUS
AS OF THE SECOND FOLLOW-UP

	Base Year Ineligibles		First Follow-Up Ineligibles		Total in FSES Study	
	N	% of total	N	%	N	%
Eligible	74	24.4%	28	100.0%	102	27.6%
Ineligible	185	61.1%	38	100.0%	223	60.3%
Out-of-Scope	28	9.2%	1	100.0%	29	7.8%
Not Located	16	5.3%	0	0.0%	16	4.3%
Total BYI Sample Members	303[*]	100.0%	67	100.0%	370	100.0%

[*] Of the original 674 Base Year Ineligibles, 56 were found to be sampling errors in the first and second follow-ups, 312 were deemed eligible for participation in the first follow-up, and 3 became deceased, leaving the total of 303 BYIs in the chart above.

Table 4.6-1 NELS:88 second follow-up component survey completion rates by selected characteristics

	Student sample		Student 12th grade test[a]		Dropout/Alternative[b] sample		Dropout/Alternative 12th grade test[c]		School questionnaire[d]		School questionnaire[e]	
	Completion rates		Completion rates		Completion rates		Completion rates		Completion rates		Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.0	92.5	76.6	78.8	88.0	87.6	41.7	40.3	NA	97.1	98.3	98.2
Participated	16,842		13,267		2,378		959		1,326		15,409	
Selected	18,209[f]		16,842		2,714		2,378		1,366		15,695	
School type[g]												
Public	94.7	95.3	76.8	78.9	NA	NA[h]	NA	NA[h]	NA	97.2	98.4	98.4
Catholic	98.4	98.0	79.7	84.5	NA	NA	NA	NA	NA	97.1	96.6	96.7
Other private	94.8	95.5	73.1	75.6	NA	NA	NA	NA	NA	96.0	98.5	97.2
Urbanicity[g]												
Urban	95.0	95.8	73.6	76.7	NA	NA[h]	NA	NA[h]	NA	97.0	98.2	98.3
Suburban	94.4	95.2	74.9	75.7	NA	NA	NA	NA	NA	97.4	98.5	98.2
Rural	95.5	95.5	82.4	85.3	NA	NA	NA	NA	NA	96.6	99.8	98.0
Region[g]												
Northeast	94.3	94.7	77.6	76.7	NA	NA[h]	NA	NA[h]	NA	94.7	97.9	96.8
South	95.4	95.8	77.7	81.7	NA	NA	NA	NA	NA	97.3	98.2	98.4
Midwest	96.1	95.8	78.6	80.7	NA	NA	NA	NA	NA	97.8	98.5	98.7
West	92.9	95.4	72.2	74.2	NA	NA	NA	NA	NA	98.3	98.7	98.6
Ethnicity												
Asian/PI	91.7	92.7	75.2	75.5	74.7	82.4	47.6	35.7	NA	NA	98.2	98.9
Hispanic	86.6	89.8	73.9	76.6	88.3	87.5	35.6	36.1	NA	NA	98.8	98.9
Black	88.1	90.5	74.6	77.1	84.8	83.6	37.2	38.7	NA	NA	98.3	98.0
White	93.5	94.2	77.8	80.1	89.7	89.5	44.2	42.4	NA	NA	98.3	98.0
Am. Indian	90.3	86.5	74.0	74.3	97.6	95.8	51.5	49.3	NA	NA	98.7	98.7
Refused/Missing[i]	28.5	33.2	22.2	31.1	55.9	61.5	23.5	25.0	NA	NA	97.9	97.8

[a] 12th-grade cognitive test coverage rate for each student who completed a questionnaire.

[b] Alternative completers could have completed either a student or dropout questionnaire, depending on status during data collection. 350 alternative sample members completed a student questionnaire, and 457 completed a dropout questionnaire.

[c] 12th-grade cognitive test coverage rate for each dropout who completed a questionnaire.

[d] 12th-grade school completion rate (for school questionnaire) of eligible contextual schools, where at least one student completed a questionnaire.

[e] 12th-grade school questionnaire coverage rate for each student who completed a questionnaire and was enrolled in an eligible contextual school.

[f] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[g] Refers to second follow-up school.

[h] Not Applicable--Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use magnetic tape, it is not possible to calculate dropout completion rates for these subgroups.

[i] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow-up.

Table 4.6-2 NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student/Dropout questionnaire (BY, F1 and F2) Completion rates Weighted	Unweighted	Student/Dropout cognitive test[b] (BY, F1 and F2) Completion rates Weighted	Unweighted	Student/Dropout cognitive test[c] (BY and/or F2) Completion rates Weighted	Unweighted
Total	94.7	95.1	69.6	72.2	99.0	99.0
Participated	16,489[d]		11,902		16,331	
Selected	17,337		16,489		16,489	
School type[e]						
Public	94.3	94.7	69.0	71.4	99.0	99.1
Catholic	97.9	97.0	74.1	78.6	99.1	99.2
Other private	97.4	97.0	73.0	73.7	99.2	98.7
Urbanicity[e]						
Urban	93.5	95.1	64.3	69.5	98.4	98.8
Suburban	95.5	95.3	69.1	70.1	99.0	98.9
Rural	94.8	94.9	74.6	77.2	99.5	99.4
Region[e]						
Northeast	94.8	95.1	70.3	71.3	99.0	98.6
South	94.1	94.5	68.2	73.1	99.1	99.1
Midwest	95.7	96.0	74.9	76.4	99.2	99.5
West	94.6	95.1	63.7	65.7	98.5	98.7
Ethnicity						
Asian/PI	93.3	95.0	71.5	71.9	99.6	99.6
Hispanic	93.1	94.4	63.9	65.5	98.2	98.3
Black	92.4	92.6	59.6	67.0	98.6	98.6
White	95.5	95.7	72.1	74.2	99.2	99.2
Am. Indian	94.1	91.3	64.8	64.0	99.7	99.4
Refused/Missing[f]	81.1	75.0	38.3	55.6	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.2	93.5	55.1	59.3	98.6	98.4
Schools with less than or equal to 19% minority students	95.0	95.3	71.0	73.5	99.1	99.1

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.6 for information on alternative approaches to calculating panel completion rates.

[b] Cognitive test coverage rate for each sample member who completed a BY student questionnaire, F1 and F2 student/dropout questionnaire.

[c] Cognitive test coverage rate for each sample member who completed a BY student questionnaire and/or a F2 student/dropout questionnaire.

[d] Sample members who participated in the BY, F1 and F2.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample member nonparticipants.

Table 4.6-3 NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student questionnaire (BY, F1 and F2) Completion rates		School questionnaire[b] (BY, F1 and F2) Completion rates		School questionnaire[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	95.7	96.1	95.5	95.6	99.9	99.8
Participated	14,674[d]		13,182		13,762	
Selected	15,269		13,783		13,783	
School type[e]						
Public	95.4	95.8	95.8	95.7	99.9	99.8
Catholic	98.2	97.3	94.3	94.8	100.0	100.0
Other private	97.5	97.1	93.5	95.8	100.0	100.0
Urbanicity[e]						
Urban	94.4	96.4	93.7	94.7	100.0	100.0
Suburban	96.2	96.1	94.4	94.3	100.0	100.0
Rural	95.8	95.9	98.4	98.2	99.7	99.5
Region[e]						
Northeast	95.2	95.5	94.9	94.6	100.0	100.0
South	95.8	96.2	95.6	95.9	100.0	100.0
Midwest	96.2	96.5	97.5	97.8	100.0	100.0
West	95.5	96.0	93.1	93.2	99.4	99.2
Ethnicity						
Asian/PI	94.9	95.8	90.2	93.9	99.9	99.9
Hispanic	94.2	95.8	89.8	91.3	100.0	99.9
Black	94.3	95.0	95.1	95.3	100.0	100.0
White	96.2	96.4	96.5	96.5	99.9	99.8
Am. Indian	93.8	90.9	97.6	97.3	100.0	100.0
Refused/Missing[f]	74.2	72.7	100.0	100.0	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.5	96.3	90.7	90.0	100.0	100.0
Schools with less than or equal to 19% minority students	96.0	94.4	96.0	96.2	99.9	99.8

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.6 for information on alternative approaches to calculating panel completion rates.

[b] School questionnaire coverage rate for each student who has completed a BY, F1, and F2 student questionnaire.

[c] School questionnaire coverage rate for each student who has completed a BY and/or F2 student questionnaire.

[d] Panel *students* only.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample member nonparticipants.

V. Data Control and Preparation

This chapter describes the procedures used to transform responses from second follow-up questionnaires into a data file. The procedures followed during the second follow-up were nearly identical to those used in the base year and first follow-up. These procedures included editing completed questionnaires for missing information, retrieving the missing information, monitoring the receipt of completed questionnaires, coding responses, data entry, and preparing the documents for microfilming or archival storage.

5.1 On-Site Editing and Retrieval

For dropout and student questionnaires (including the new student supplement), the first data control and preparation activity was editing questionnaires and retrieving missing information. Interviewers conducted on-site editing of the dropout and student questionnaires, giving special attention to the respondents' answers for all critical items. A list of critical items can be found in Appendix K.

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was permitted, the interviewer privately pointed out the problem to the respondent. If the sample member indicated that he or she had chosen not to answer the question, the interviewer marked a "no retrieval" response for the item. The "no retrieval" responses were later used during the machine editing process to assign a "refused" response to the critical items.

5.2 Monitoring and Receipt Control

Once the questionnaires, cognitive tests, and new student supplements were collected, each student/dropout questionnaire was reviewed for completeness and to confirm that the ID numbers were correct. A final disposition code was assigned to each student and dropout indicating whether test data, questionnaire data, or a combination of the two were completed by the sample member. These outcomes were recorded in a microcomputer-based Survey Management System (SMS).

5.3 In-House Editing and Coding

The next step was to edit the confidential locator pages for legibility and remove the pages from the questionnaire. In the student questionnaire respondents were asked to provide the names and locations of the two postsecondary institutions they were most likely to attend after high school. This information was coded using the standard Interagency Postsecondary Education Data System (IPEDS) codes. (IPEDS codes are available only on the restricted use files.)

5.4 Data Capture and Archival Storage

Data entry for the student questionnaire and cognitive tests was performed through an optical mark reading procedure by Questar Data Systems, Inc. The new student supplements and dropout questionnaires were not optically scanned but were converted to machine readable form using conventional key-to-disk methods. All cognitive tests were photographed onto microfilm for archival storage.

VI. Data Processing

In each round of the study, data processing activities began with sample selection and continued through receipt control, machine edit, and the preparation of public and restricted use data files and user documentation. Data processing activities varied little among the base year, first follow-up and second follow-up. This chapter describes the post-processing that was carried out to prepare the data for final release. Any significant deviations that may have occurred in any given wave of the study are noted. The chapter concludes with an introduction to the electronic codebooks (ECBs) that have been created for NELS:88.

6.1 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

A computer-assisted data entry (CADE) system was used for data capture in the dropout, school administrator, and transcript components of the second follow-up survey. The CADE system performed complete checking of all entries so that each conformed to valid ranges or codes defined for the particular data item, including legitimate missing codes. Only those items in which open-ended responses were collected were not subjected to these constraints. Additionally, CADE was programmed to provide automatic paths through the survey instrument to enforce skip patterns and impose those inter-item consistency checks that were appropriate for the data conversion phase of the study. CADE was also linked to a keystroke verification program that provided statistical quality control.

The CADE system, once specified for the dropout questionnaire, school administrator questionnaire, and transcripts document, stored all information about the questionnaire in a database that was used to generate control statements for both SAS and SPSS. This same information, when combined with the actual response data collected during data capture, was used to produce documentation for the final data files (described in detail in Chapter VII below).

Once all of the data were keyed, sequenced machine editing and visual inspection of the output began in order to resolve any remaining inconsistencies or contradictions among the data elements. Frequencies and crosstabulations for each variable were inspected before and after these steps to verify the accuracy and appropriateness of the automated machine editing processes.

The legitimate reserved codes are:

6=MULTIPLE RESPONSE
7=REFUSED[1]
8=MISSING
9=LEGITIMATE SKIP

When the legitimate response of a variable filled more than one column of space, the right-hand column contained one of the above codes and the remainder of the columns were filled with "9"s.

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[1] This code was only used when a critical item was missing and the retrieval oval was marked by the field interviewer, indicating that the respondent refused to answer.

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Critical items (those deemed most critical to data analyses) followed a somewhat different machine editing process. Data collection procedures instructed field interviewers to mark the retrieval oval beside each critical item in the questionnaire if an attempt was made to retrieve missing or invalid data from a respondent. The edit program then used these fields to set corresponding blank data to "refused." Since their purpose was to determine the correct reserved codes, retrieval variables are not present on the final data file. If a critical item was left blank, was not a legitimate skip, and an attempt was made to retrieve the missing data, the item was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered each item. Filters that were coded "6" (multiple response) or "8" (missing) were handled in the same manner.

Items with unusually high nonresponse or multiple responses were checked by verifying the data in the questionnaire (on hardcopy for dropouts and new student supplements, and on microfilm for students).

Finally, while many of the same items appear in both the dropout and student questionnaires, occasionally the response codes used in the two questionnaires were different. In addition, some of the response scales used were the same as those used in earlier waves and/or HS&B but with the scale reversed. After machine editing was completed, the affected items were recoded. Student questionnaire items were recoded to match comparable items in HS&B and earlier waves of NELS:88. Then the dropout items were recoded to coincide with the student codes. Because response scales were recoded on questions that may not be strictly compatible, analysts should assess the comparability of questions when comparing NELS:88 second follow-up with earlier NELS:88 waves or HS&B.

6.2 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, F1D12A is from the first follow-up dropout survey, question 12, part A. Likewise, F2D40C is from the second follow-up dropout survey, question 40, part C.

Constructed variables--including statistical weights, special indicators or flags, and variables that are composites of one or more sources--are added to the files in order to promote high caliber analyses of the NELS:88 data. Certain items add information from study sources that would otherwise be unavailable to users; some items reference respondent properties to external standards that would be expensive for individual analysts to create; and other items are recodes or combinations of internal questionnaire sources. A number of composites have appeared in earlier rounds and represent a convenience for the analyst, rather than wholly new information. Some of these constructed variables will be used by nearly all users, while others will be appropriate to those seeking insights into distinctive populations, relationships or events.

Generally, the names of the base year flags, variables, and weights begin with BY; the first follow-up flags and weights begin with F1; and the second follow-up names begin with F2. If the variable is a school-level variable placed on the student file, the composite variable name begins with G8 (for grade 8 in base year), G10 (for grade 10 in the first follow-up) or G12 (for grade 12 in the second follow-up). A few composite variables that were built in the base year do not begin with the prefix "BY." These are: SEX, RACE, HISP, API, HEARIMP, HANDPAST, BIRTHMO, BIRTHYR. Over the course of the survey even basic demographics such as gender and ethnicity are re-examined and improved when and if new and/or more accurate information becomes available for particular cases (thus there is an F1SEX on the first follow-up files, an F2SEX on the second follow-up files, etc.).

The only reserved code used for all of these specially constructed variables is for missing data. For one-column variables that code is "8." Variables that are greater than one column in length are filled with "9"s (i.e., 998) in all but the right-most column. This reserved code is used when the sources for data are missing due to either item nonresponse, nonparticipation in all or part of the components of the study, or when data are missing on one or more external source files. Appendix G explains the conditions under which specific composite variables were assigned a missing code.

6.3 CD-ROM Electronic Codebook

An electronic codebook (ECB) permits PC users to interact with all of the features of a conventional hardcopy codebook. In a very large, complex survey such as NELS:88 with a multitude of highly elaborated data files and codebook text files, the Compact Disc (CD) medium provides the necessary capacity to carry a tremendous amount of information in a very compact and convenient form. CD-ROM is a form that can be copied to and read by a microcomputer. The information on CD-ROM is "Read-Only." This feature protects the data on the disk from accidental alterations, such as a user unintentionally writing over the encoded information.

In addition to numerous hardcopy codebooks that accompany magnetic tape releases on NELS:88, ECBs for public use files are also now available to users. These permit users to search for variables based on key words and variable names. The ECB displays question text and frequencies for each variable in order to assist users in deciding which data elements may be useful in planned analyses. The ECB is also a tool for selecting variables for subsequent analysis, writing SAS or SPSS-PC code for file construction of the designated variables, and even generating a hardcopy codebook of the chosen set of variables.

More detailed information on the features of the NELS:88 ECBs and the survey waves and components for which ECBs are available appears in Chapter VII.

VII. Guide to the Data Files, Documentation, and CD-ROM Electronic Codebooks

Fourteen NELS:88 study components are now available to public users on magnetic tape or CD-ROM (Compact Disc Read-Only Memory) format. Table 7-1 displays these NELS:88 products, by study component and by survey year.

This chapter describes the content and organization of the second follow-up dropout data files and associated codebooks. The student and dropout data sets are the central units of analysis in NELS:88. As Table 7-1 shows, dropout were surveyed in both the first and second follow-ups.

The second follow-up dropout file contains a total of 2,028 records for sample members who completed a second follow-up dropout questionnaire. These files also contain a number of indicators, statistical weights and composite variables including school-level composite variables for the school last attended identified by the dropout in their first and second follow-up questionnaires. Second follow-up cognitive test variables for all sample members appear on the CD-ROM in a separate ASCII file that is not in the ECB format.

The dropout and student data files released in the second follow-up may be combined with data from second follow-up surveys of parents, teachers and school administrators. Powerful analyses are possible when adolescents are viewed in the context of these fundamental influences across the four-year time frame that is now available. The NELS:88 files are designed to be merged and used to examine how differing sample member outcomes are related to various structural patterns, as measured by parental, teacher and other school influences, and/or the ways in which these change over time. The contextual data files are dependent upon and subsidiary to the dropout/student files in NELS:88. **The contextual data files cannot stand alone.** The only exception is the base year school file, which is representative of eighth-grade American schools and their principals in 1988.[1] The first and second follow-up school components reflect characteristics of the secondary schools to which students in the contextual sample migrated after eighth grade. Since these secondary schools were not selected as a representative sample, but on the contrary appear instead as the product of student dispersion patterns, the first and second follow-up school data must be used only in conjunction with dropout and student data. Inferences from the first follow-up and second follow-up school data files cannot be legitimately made if these data are viewed in isolation from the student files.

Several types of sample members are included in the files; therefore, the user must take care to select the correct set. Among the types of sample members in the student data set are: 1) students who were added in the first or second follow-ups to freshen the sample, 2) sample members who have participated in one, two or all three waves of the survey, and 3) Base Year Ineligible sample members who were found to be eligible and subsequently included in the first and second follow-ups.[2] Eight

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[1] Even for the 1988 survey of parents of eighth graders and 1992 survey of parents of cohort dropouts and students--which closely resemble probability samples of parents of the relevant student populations--there are some departures from the requirements of a stand-alone sample. In particular, some unknown number of base year parents had more than one eighth grader, hence more than one chance of selection into the sample. In addition, in both 1988 and 1992, only one parent was surveyed, and that parent was essentially self-selected.

[2] Note however that the sample of reclassified Base Year Ineligibles (i.e., those found to be eligible in the first follow-up and second follow-up rounds) had not been released prior to the second follow-up.

Table 7-1
NELS:88 components and survey waves for which both magnetic tape and CD-ROM products are available

	Available	Number of Variables on Public Use Version[a]
Base Year		
Student	Yes	410
Dropout	Not Applicable[b]	Not Applicable[b]
School	Yes	211
Teacher	Yes	238
Parent	Yes	331
Transcript	Collected in Second Follow-Up[d]	Collected in Second Follow-Up[d]
First Follow-Up		
Student	Yes	694
Dropout	Yes	561
School	Yes	832
Teacher	Yes	466
Parent	Not Collected[c]	Not Collected[c]
Transcript	Collected in Second Follow-Up[d]	Collected in Second Follow-Up[d]
Second Follow-Up		
Student	Yes	786
Dropout	Yes	577
School	Yes	385
Teacher	Yes	420
Parent	Yes	423
Transcript	Yes	---[d]

[a] The student ID number has not been included in the count of the number of variables on the public use data files. For the first follow-up school and second follow-up student files which are split into two files, the questionnaire weight has been counted only once.

[b] Since by definition dropouts could only be identified and studied after the initial round of the survey, there is no base year dropout component.

[c] The parent component was only conducted during the base year and second follow-up.

[d] Transcripts collected during the second follow-up span the entire high school career and are available in restricted use form only. Although there is no public use release of the transcript data, the restricted use transcript file includes 236 student-level variables and 251 course-level variables.

analytic populations, both cross-sectional and longitudinal, are now represented in the NELS:88 student sample. Different research questions apply to different student populations. In order to choose the correct NELS:88 student sample and produce accurate results, analysts must use the proper sample identification and questionnaire availability indicators as well as the correct statistical weight.

Section 7.1 introduces the reader to statistical software packages that can be used with the NELS:88 data sets and the importance of sample indicators and statistical weights in the production of accurate results. Section 7.2 describes the content and organization of the second follow-up dropout data file. Finally, section 7.3 offers an explanation of the hardcopy codebook and an introduction to the electronic codebooks.

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators, Statistical Weights and Use of Statistical Packages

The method for naming variables follows a simple pattern. "F2" refers to the second follow-up, "F1" refers to the first follow-up, and "BY" refers to the base year. An "F2" in the prefix means that the variable has been created in the second follow-up for second follow-up sample members. This is an important distinction since some variables that measure the same concept have been created for data sets in more than one wave of the survey. In addition, if new information becomes available--for example, for sample members who had not previously participated in NELS:88--certain classification variables are revised to reflect this new information. The more recent the creation of a composite, the more likely that it contains the most accurate values.

Section 7.1.1 begins with a description of the special indicator variables that have been constructed for use with the second follow-up magnetic tapes and ECBs. Section 7.1.2 reports and describes additional special variables included on the final CD-ROM (ECB) releases for the second follow-up.

7.1.1 Questionnaire/Sample Flags Included on Magnetic Tape and ECB Releases

Questionnaire Flags. One of the first steps to take in carrying out a plan for research involves selection of the proper questionnaire availability indicators. Even tentative investigations that are not statistically weighted must utilize the appropriate indicators for cases with the specified survey documents on the data file. The variables described below appear on both the dropout and student files.

Five variables are included on the dropout data files to indicate which second follow-up sample members have responded to key survey documents since the base year. There is an indicator for each wave (1988, 1990, 1992) of the survey questionnaire, including dropout questionnaires when appropriate. There are also indicators for the presence on the second follow-up student files of cognitive test data and new student supplement data. In each of the following indicators, "1" means that the pertinent documents were completed by a second follow-up sample member and "0" means the documents were not completed. A value of "2" is present if the sample member completed a dropout questionnaire.

F2BYQFLG	1 =	second follow-up sample member completed a base year student questionnaire
	0 =	second follow-up sample member did not complete a base year student questionnaire
F2F1QFLG	2 =	second follow-up sample member completed a first follow-up dropout questionnaire
	1 =	second follow-up sample member completed a first follow-up student questionnaire

	0 =	second follow-up sample member did not complete either a first follow-up student or dropout questionnaire
F2QFLG	2 =	second follow-up sample member completed a second follow-up dropout questionnaire
	1 =	second follow-up sample member completed a second follow-up student questionnaire
	0 =	second follow-up sample member did not complete either a second follow-up student or dropout questionnaire
F2TXFLG	1 =	second follow-up sample member completed a second follow-up cognitive test battery
	0 =	second follow-up sample member did not complete a second follow-up cognitive test battery

This variable appears on the dropout file in order to inform users of the presence or absence of cognitive test data for these cases. The actual test scores, however, appear only on the student component data files.

F2NSSFLG	1 =	second follow-up new student supplement questionnaire completed
	0 =	second follow-up new student supplement questionnaire not completed

Sample/Target Population Indicators. There are three sample indicators that have been designed for use with second follow-up statistical weights in order to generalize to appropriate respondent populations. The analyst will need to select the indicator and associated statistical weight that best suit his or her research needs, be it a cross-sectional, longitudinal, or contextual examination of the data. For example:

- Cross-sectional research examines sample members who completed a survey document in a particular survey wave of NELS:88 (whichever is of highest interest)
- Longitudinal research requires a panel of sample members who completed survey documents in two or more rounds of the study (the choice of which panel to select depends upon the period of time in which events and change are best examined)
- Contextual research investigates the effects of the family, school, and teachers that circumscribe and shape the education of sample members (the choice of influences selected from contextual data files depends upon the structure to be explored).

Therefore, the type of research determines which indicators should be used. The variable name for each of these sample selection indicators is as similar as possible to the variable name for the corresponding weight. The four indicators are as follows:

F2BYF1PN	1 =	second follow-up sample member is in the 1988 to 1990 panel sample

0 = second follow-up sample member is not in the 1988 to 1990 panel sample

F2F1PNFL 2 = second follow-up sample member is in the 1990 to 1992 panel sample. The first-order requirement for this designation is enrollment in the tenth grade in the spring of 1990 with presence of the required survey instruments dependent upon that criterion: completion of a first follow-up student questionnaire and a second follow-up student or dropout questionnaire. Note that this is a more rigorous requirement than merely completion of both a first follow-up and second follow-up questionnaire.

The two remaining categories differentiate among two groups of sample members who are *not* members of the sophomore panel:

1 = second follow-up sample member was not enrolled in the tenth grade in the spring of 1990 and completed a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire

0 = second follow-up sample member did not complete either a first follow-up or second follow-up questionnaire or both (regardless of enrollment status)

F2PNLFLG 1 = second follow-up sample member is a member of the full panel sample: 1988-1990-1992 panel (a base year student questionnaire and a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire were completed)

0 = the sample member did not complete a questionnaire in all three waves of NELS:88

Weights. The NELS:88 data files are designed to be used as weighted data sets in all analyses. Due to the complexity of the NELS:88 sample design estimation and inference will most likely be inaccurate if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can only be avoided by using the weights provided to analyze specific subsets of the sample.

In the variable name for statistical weights, the suffix "WT" is used to distinguish these from the special sample indicators described above. When the user combines a sample indicator with the appropriate weight, population estimates are produced. Seven second follow-up statistical weights have been created for the second follow-up dropout and student data files. Although four panel weights (F2F1PNWT, F2PNLWT, F2TRP1WT, and F2TRP2WT) are listed, no contextual panel weights have been constructed. F2TRSCWT, F2TRP1WT, F2TRP2WT, and F2CXTWT are not included on the dropout data files, yet they can be found on the student component data files.

F2QWT	use for producing weighted 1992 statistics in cross-sectional analyses.
F2F1PNWT	use for producing weighted panel statistics when both first follow-up and second follow-up data are employed in the analyses.
F2PNLWT	use for producing weighted panel statistics when all three survey waves (base year, first follow-up and second follow-up) data are included in the analyses.

F2TRSCWT	use for conducting cross-sectional analysis of transcript data.
F2TRP1WT	use for conducting panel analyses using the transcript component data with test and questionnaire data for the panel of 1988 eighth graders four years later (1992).
F2TRP2WT	use for conducting panel analyses using the transcript component data with test and questionnaire data for the panel of 1990 tenth graders two years later (1992).
F2CXTWT	use for producing weighted contextual component statistics, in conjunction with cross-sectional analyses that also involve school administrator and/or teacher data.[3]

Cross-sectional analysis of second follow-up dropout and student data requires that the F2QWT weight variable be applied. Longitudinal analyses, on the other hand, require use of F2F1PNWT or F2PNLWT panel weights, with the difference hinging upon the time points that define the panel that the user wishes to examine. Thus, if F2PNLFLG is used to select cases from all three waves of NELS:88, then F2PNLWT is the correct statistical weight in the analyses. Similarly, if F2QFLG is used to select second follow-up sample members, then F2QWT should be used.

Full Sample Member/Population Indicators. The variables described in this section apply to the full cohort sample, as opposed to specific portions limited by participation, enrollment status or eligibility. G8COHORT indicates whether or not the sample member belongs to the eighth-grade cohort; that is, whether or not the sample member was enrolled in the eighth grade during the 1987-88 school year and therefore eligible to complete a NELS:88 base year student questionnaire. Similarly, G10COHRT indicates whether or not the sample member belongs to the tenth-grade cohort (enrolled in the tenth grade during the 1989-90 school year and eligible to complete a first follow-up student questionnaire). G12COHRT indicates whether or not the sample member belongs to the twelfth-grade cohort (enrolled in the twelfth grade during the 1991-92 school year).

Second Follow-Up Status and Participation Flags. F2STAT indicates the final disposition in the second follow-up for each sample member on the tape. Categories include participation, unlocatable, student or parent refusal, ineligibility due to a mental or physical disability or to a language barrier, residence outside the U.S., or deceased.

F2DOSTAT indicates enrollment status, either dropout or student, as of the second follow-up *only*. This indicator also permits identification of dropouts according to the "first follow-up definition" of a dropout (i.e., sample members receiving no formal instruction) and the "second follow-up/HS&B definition" of a dropout (i.e., sample members who are enrolled in an alternative or non-traditional high school equivalency program with those receiving no formal instruction [who completed the dropout questionnaire] as well as sample members who have earned a GED or other alternative credential [who, as school equivalency completers, were administered the student questionnaire].)

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[3] Panel analyses that use school administrator and/or teacher data from the NELS:88 base year or first follow-up in conjunction with second follow-up data should apply F2CXTWT with caution. Because of factors such as nonresponse in the base year and first follow-up, this weight is not as precise as a contextual panel weight would be, and analysts should assess their results for bias. Results should also be compared with those obtained by utilizing alternative weighting "approximations," e.g., F2TRP1WT for the 1988-1990-1992 panel.

F2SEQFLG indicates whether or not participating sample members are currently in grade sequence; that is, enrolled in the twelfth grade. This variable also identifies early graduates, dropouts, alternative completers, and other out-of-sequence sample members, regardless of their participation status.

F2SMPFLG indicates how and when sample members were brought into the study. Valid categories include eighth-grade cohort member, tenth- or twelfth-grade freshened student, or Base Year Ineligible student.

Several other indicators on the student component data file provide additional information about when sample members left school, whether they were ineligible or out-of-scope, or were freshened into the sample. Some of these variables are: F2F1DOST, F2EVDOST, and F2TRSTYP. Further information on these variables is included in the *Second Follow-Up: Student Component Data File User's Manual*. However, F2TRSTYP is described in Appendix G in this manual as well. Because school records contradict other sources of sample members' enrollment status, F2TRSTYP identifies inconsistencies among different sources of a sample member's enrollment status, including F2RTROUT on the transcript data file and F2DOSTAT on the dropout file.

Universe Variables. As in every longitudinal survey, the complexity of NELS:88 has increased with each successive survey wave. The changing numbers of cases delivered in each round may be one of several perplexing anomalies to users. The "universe variables" are designed to explain how the status of sample members has changed from one wave to another. The first of these, F2UNIV1, is a set of over one hundred mutually-exclusive categories, that was designed to encompass each and every sample member ever in the study. It describes how and when the sample member entered NELS:88 and the situation of the sample member in the base year and in the first follow-up and in the second follow-up. Abbreviations for the SAS and SPSS-X value label cards provide this information in the character lengths allowed by those programs. These abbreviations are:

BY = Base Year
F1 = First Follow-Up
F2 = Second Follow-Up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (status description for rounds prior to that in which one was freshened into sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

Note that a status is attached to each round (BY, F1, F2) in each valid category of this value. Examination of the categories (see the codebook distributions, for example) reveals that situations did change over time. For example, base year ineligibles were subsequently re-surveyed and some were discovered to be capable of completing the survey in the first and/or second follow-ups. Other sample members moved out of the country in a later round and were defined as "out-of-scope" for that round (note that some had returned to the U.S.A. by the second follow-up and were then once again in-scope for NELS:88). Similarly, freshened students at the secondary school stage did not participate in the base year.

Four additional universe variables are provided, each with a more limited descriptive mission than F2UNIV1. These variables account separately for the information that is combined in the first universe variable. F2UNIV2A reports how sample members initially entered NELS:88. Categories are: base year eligible, base year ineligible, or freshened (in either the first or second follow-ups). F2UNIV2B reports the base year status of all sample members: freshened in either the first or second follow-ups (and thus not at that time an active sample member), in school and in the appropriate grade, ineligible in that round due to a mental, physical or a linguistic barrier. F2UNIV2C reports the first follow-up status of sample members. Categories are: freshened in the second follow-up, in school and in the appropriate grade, in school but not in the expected grade for the cohort, dropout, ineligible for this wave, out-of-scope (deceased or not in the U.S.A. during this round of the study), or status currently unknown. Finally, F2UNIV2D reports on the second follow-up status of each sample member. Valid possibilities are: in school and in the expected grade, in school but not in the expected grade, dropout, ineligible, out-of-scope or status unknown in this wave of NELS:88.

7.1.2 Packaged Statistical Programs

The procedures recommended for analyses of NELS:88 data with the SAS or SPSS-X are outlined in Appendix H. Both the magnetic data tape, and the CD-ROM include files that contain the appropriate control cards for each of these statistical packages. It is also possible for analysts to create an SPSS-X system file from a SAS system file (or vice-versa).

7.2 Content and Organization of the Data Files

The second follow-up dropout data file contains a record for 2,028 sample members who completed a dropout questionnaire. The dropout questionnaire variables appear at the beginning of each record on the file. Note that cognitive test results for sample members who completed these instruments, whether dropouts or students, are included on the second follow-up magnetic tape and CD-ROM as a separate ASCII file that is not in the ECB format. The ID number for the school last attended by the dropout sample member is at the end of each dropout record and allows analysts to link dropouts to the school administrator component data files. School-level composite variables have been created on the student component data files for dropout sample members, although these school-level variables are not included on the dropout files. Each sample member record also includes new student supplement variables (either from such an instrument if the sample member is a new participant or from the same variables collected in earlier rounds of NELS:88). Finally, the universe variables described above appear at the end of each data record.

The record layout for the second follow-up appears in Appendix F. The layout shows in detail the organization of the variables within each record on the file. The variables are grouped into similar logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

Eight files related to the dropout surveys, four each for the first and second follow-ups, have been released. They are:

1. The **first follow-up** raw dropout data file contains a record for 915 participating dropout sample members and consists of the following items:

   a. Randomized ID number (positions 1-7)[4]
   b. First follow-up dropout questionnaire data (positions 8-554)
   c. First follow-up weights, flags, and composite variables (positions 555-606)
   d. First follow-up new student supplement data with equivalent base year data mapped into the new student supplement items (positions 607-681)
   e. Special flags and weights (positions 682-702).

2. SPSS-X control cards for the first follow-up dropout file

3. SAS control cards for the first follow-up dropout file

4. SAS system file for the first follow-up dropout file

5. The **second follow-up** raw dropout data file consists of the following items:

   a. Randomized ID number (positions 1-7)
   b. Second follow-up dropout questionnaire data (positions 8-606)
   c. Second follow-up weights, flags, and composite variables (positions 607-660) and universe variables (positions 731-740 at the end of the records)
   d. Second follow-up new student supplement data with equivalent base year data or first follow-up new student supplement data mapped into the same positions (positions 661-730)

   These variables are described more fully in section 7.2.3 below.

6. SPSS-X control cards for the second follow-up dropout file

7. SAS control cards for the second follow-up dropout file

8. SAS system file for the second follow-up dropout file

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code. This number remains with the student throughout NELS:88. To link student records across two or more waves of the survey (1988, 1990, and 1992) or between survey components (student, dropout, teacher, school, parent, and transcript), analysts should use STU_ID.

The student ID code consists of a five-digit base year school ID followed by a two-digit student code. Though both sets of numbers were randomly assigned to maintain confidentiality, the IDs contain embedded linking, stratum and PSU information.[5] Students added to the first or second follow-ups through freshening were linked to a core sample member. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links the students and dropouts to a base year school. The dropout component first appears in the first follow-up. While their student identification codes were constructed in the same way as described above for all students, no school or teacher data were purposefully collected for dropouts; however, the second follow-up parent survey can link parents of dropouts through the student ID.

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[4] The positions for the data entities reference magnetic tape media.

[5] Analysts who are employing variance estimation software should note that the student ID reflects the NELS:88 sampling plan in the following way: the left-most two digits of the ID represent the stratum identification number for the case; the middle three digits are the primary sampling unit (PSU) for the school; and the last two digits identify the student uniquely within the stratum and PSU.

7.2.2 The Dropout Survey Instruments

The record layout for the second follow-up dropout data file appears in Appendix F. (The record layout for the first follow-up appears in the *NELS:88 First Follow-Up: Dropout Component Data File User's Manual*.) This layout shows how variables are ordered within each dropout data record on the file. Information was collected directly from respondents in two source documents, the dropout questionnaire and the new student supplement (NSS). Results from the dropout questionnaires appear at the beginning of each dropout data record, in the same order as the questions appear in the printed questionnaires; data collected in the NSS appear at the end of each student data record. Appendix J contains a copy of the second follow-up dropout questionnaire and the new student supplement.

The variables in the record layouts are identified by the SAS and SPSS-X variable names that have been designated for each data element. No more than eight characters may comprise a SAS or SPSS-X variable name. The first three characters of the variable names from the dropout or student questionnaire or the NSS indicate the survey wave in which the variable was created, as well as the source document used to collect the information. Thus, BYS in the prefix of the variable name indicates a base year student questionnaire item. F1D or F2D in the prefix of the name refers to a dropout item in either the first follow-up (the 1990 round) or the second follow-up (the 1992 round). F1N or F2N refer to the NSS source document for either the first follow-up or the second follow-up. The naming scheme for items that report student responses is completed by the suffix of the variable name, which consists of the question number and part. For example, F1D21B is question 21, part B from the first follow-up dropout questionnaire; F2N19E is question 19, part E from the new student supplement, etc.

The New Student Supplement. In the first and second follow-ups, new students were added, or freshened, to create nationally-representative sophomore and senior cohorts. It was necessary to collect basic social information, already asked of earlier participants, for the new students. It was also essential to collect the same type of information for nonresponders in early rounds who subsequently participated in the study. Newly eligible students, freshened students, and former nonresponders were therefore asked to complete NSS booklets.

The NSS collects some 70 respondent-reported facts about new participants, their families, and households. The characteristics reported in the NSS are routinely used as key independent or control variables in analyses of education outcomes. For this reason, the responses of new participants are merged with responses of earlier participants to the same questions. These earlier responses have already been released in the original data sets in which they were collected. The NSS variables are constructed by merging the same characteristics for all cases, regardless of the year or the source document in which the characteristics were first collected from the student. The NSS variables were constructed in this way as a convenience to users, who would otherwise need to locate and merge the information with earlier waves on their own. Note that it is a simple matter to divide these items by subgroups of dropouts and students who participated in each survey wave through the use of the flags described in section 7.1.1. For example, F2NSSFLG allows users to select only cases on which these data were collected in the second follow-up survey wave and review their response distributions separately.

The NSS begins with information on the student's mother and father, such as education level attained, employment, and occupational category. These are important indicators of the level of social resources that may be available to students. They are also fundamental assets that mediate the efforts of teachers, schools, and communities to educate students.

The NSS collects the number of brothers and sisters present in the family, and the student's birth order within it, both of which are meaningful to analysts of personality formation and behavior. Whether or not siblings have left school prior to graduation appears to be a key predictor, when combined with a number of other predictors that are measured within NELS:88, of the probability that a sample member will also subsequently drop out of school. Religious background, reading and writing fluency in the student's native language, and whether or not the student first learned to speak in English or another language are additional patterns that may influence how learning occurs.

The NSS also collects information that reveals the student's exposure to a variety of material goods in the home which may affect education. For example, access to personal computers, books in the home, and specific places for study are important elements of the household and family context that affect the educational development of the student.

Many NSS items become building blocks in the construction of composite variables, such as socioeconomic status, which combines items from both dropout/student and parent source documents. Appendix G lists the specifications for socioeconomic status and other composites provided on the second follow-up data records.

The new student supplements are subjective reports by student respondents. The distribution of race and gender in particular may differ in these self-reports from the composite variables F2RACE1 and F2SEX that appear elsewhere on the dropout and student data records. The composites replace missing values in the NSS self-reported characteristics with information from school records or the results of imputation procedures (such as inference of gender from first name). Additionally, in one particular instance with high student over-reporting--American Indian race/ethnic status in the base year--parent reports were used to override student reports when the two disagreed.

F2N17 (student race in the NSS) is a qualitatively different measure from F2RACE1. The first variable reports the sample member's own identification with a racial or ethnic category at a particular moment. Many researchers are keenly interested in how students respond to the stimulus, "Which best describes you?" when presented with a set of categories. Even refusals to this item are of interest to methodologists, questionnaire designers, and scholars who examine race relations in America. It is desirable to preserve the original responses for such investigators. Other analysts, interested in race/ethnicity mainly as a control variable, will prefer the composite that uses additional information sources (and may give preference to one source over another if they disagree) to supplement student self-reports.

In order to clarify these differences for users, the codebook entries for the race and gender NSS items include comments on the meaning of these student reports and point users to the race and gender composite reports as well.

7.2.3 Composite Variables

Composites variables are constructed in order to enhance substantive analyses. Since research questions frequently require independent or control variables such as the urbanicity of the school, the socioeconomic status of the family, or the gender of the individual, a large set of classification variables has been carefully constructed and added to the records. Complete specifications used to create these composite variables can be found in Appendix G for the second follow-up. (In the respective data user manuals, see also Appendix H for base year composites and Appendix I for first follow-up composites.) Perusal of these sections may also suggest to the reader additional ways in which the data may be configured through post-processing at one's own site.

Most composite variables are constructed from two or more sources. These may be combinations of questionnaire items from the same or different NELS:88 data files, in the same survey year or across different survey waves. Some composites are drawn from an external sampling resource that is unavailable to users, or utilize an external conceptual scheme in order to rank order or otherwise recode survey data. A few composites are sufficiently central to analyses that they are constructed in each round of the survey. Some values should change over time; for example, if a dropout or student sample member transferred from one school to another, then school control type, urbanicity, region and so on may change as well. Some variables, such as race/ethnicity and gender, should in theory be constant for an individual sample member over time, yet in practice may change if new information improves upon the old. For example, a race/ethnicity composite is constructed for all dropout and student sample members, regardless of actual participation in NELS:88. In the situation in which a former nonparticipant later takes part in the survey, the value of the race composite may in very rare instances change from a value that had been imputed on earlier data sets. Such differences over time illustrate how the validity of certain classification variables is strengthened over time. The most recent round in which such a variable appears contains the best information for dropouts who participated in that wave of NELS:88. The derived variables are described in detail in Appendix G along with flags and weights in the order in which they appear on the data file.

Demographic Composites. Many of the NELS:88 composite variables are respondent demographic characteristics. F2SEX represents student gender while F2RACE1 and F2RACE2 represent the two race/ethnicity composites that have been constructed for the second follow-up. These variables are important to so many research questions that missing data cannot be tolerated. Note that this is a different approach than the methods described for the new student supplement variables, upon which several composites build and in which missing values are retained. The values for each of these characteristics were taken directly from the analogous first follow-up composites or from second follow-up new student supplements. If these sources were not available or contained missing data, sample member gender was taken from base year school rosters. Any cases that still suffered from missing values had gender imputed from the respondent's first name, or if that could not be done unambiguously, the value for F2SEX was randomly assigned. F2RACE1 also was constructed from several sources of information. The first source was the student self report (from either the base year student questionnaire or the first or second follow-up new student supplement). If the student information was missing or, for student-reported race of American Indian, inconsistent with that of the base year parent report, the values from the parent questionnaire were used. If F2RACE was still missing, the school roster race was used.

Socioeconomic Status. The second follow-up files contain three versions of a continuous variable, "F2SES-", which indicates the sample member's socioeconomic status. F2SES1 was derived from the base year parent questionnaire data, the base year student questionnaire data, or the first or second follow-up new student supplement data. Both F2SES2 and F2SES3 are constructed with second follow-up parent questionnaire data. F2SES3 incorporates the 1989 revision[6] of Duncan's Socioeconomic Index (SEI), whereas F2SES1 and F2SES2 utilize the original (1961)[7] version that was used in NLS-72, HS&B, and the NELS:88 base year and first follow-up.[8] F2SES1 has been constructed for all sample members and appears on the student and dropout files, but F2SES2 and F2SES3 appear only on the parent component data file and, therefore, have only been constructed for the subset of student and dropout sample members for whom parent data were collected.

F2SES1 is constructed in the same way as the first follow-up socioeconomic status measure. Student socioeconomic status is estimated from the base year parent questionnaire the primary source for F2SES1, only F2SES2 and F2SES3 utilize second follow-up parent data. The composite is constructed with the values of five standardized components: father's and mother's educational levels, father's and mother's occupations, and family income. For cases without parent data, student data were used from either the base year student questionnaire or the first or second follow-up new student supplement. The first four components from the student data are the same as the components used from the parent data and a ranking of material possessions was substituted for family income. F2SES1Q is simply the F2SES1 *quartile* to which a respondent belongs.

Composites of School-Level Characteristics. The composites of school-level characteristics provide information on key characteristics of sample members' second follow-up school. Note that school-level composites for students who have dropped out of school appear only on the second follow-up student component data files. Special coding of verbatim responses in the dropout questionnaires was conducted to capture the "school last attended" by that the sample member reported in that document. School-level composites were then built for dropouts using the "school last attended."

G12CTRL1 classifies the dropout's second follow-up school by type of control: public, Catholic or other private, with private schools divided into other religious, no religious affiliation, or affiliation unknown. G12CTRL1 is primarily reported from the school administrator questionnaire.

G12URBN3 is a three-category composite that reflects the type of place in which the dropout/student's public school district, Catholic diocese, or, for other private schools, county is located. The categories are urban, suburban and rural. The information was obtained from QED, or when missing, looked up in the U.S. Bureau of the Census, *Statistical Abstract of the United States: 1992* (112th edition), Washington DC, 1992, pages 896-904, and added to the files. This composite is analogous to the variable that was used in HS&B and in NELS:88 sampling.

G12REGON indicates in which of the four U.S. Census regions the dropout/student's second follow-up school is located (Northeast, Midwest, South, West). It is created by collapsing the values of the state in the school address.

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[6] Nakao, K., and Treas, J. (1992). *The 1989 Socioeconomic Index of Occupations: Construction from the 1989 Occupational Prestige Scores*: General Social Survey Methodological Report No. 74. Chicago: NORC.

[7] Duncan, O.D. (1961). "A Socioeconomic Index for All Occupations." In *Occupations and Social Status*, A.J. Reiss et al. eds, New York: Free Press.

[8] Note that one value in the occupational prestige scale was transposed in earlier releases of the socioeconomic status composite variable and has been corrected in the present version of F2SES1.

Indicators for Dropout's Last School Attended. Two indicators of the last school attended by a dropout sample member are included on the second follow-up restricted use dropout file and on the second follow-up release of the first follow-up restricted use dropout file. F2DLSTSC contains the school ID number if the last school attended as named by the dropout in the second follow-up dropout questionnaire is on one of the restricted use NELS:88 school component files. Non-missing values of this variable can be used to merge with the school component files in conjunction with the next variable on this dropout file, F2DSCLWV. F2DSCLWV indicates the most recent school component file on which the school appears, which could be either the base year, first follow-up, or second follow-up file. The variable names for the school ID are F2SCH_ID, F1SCH_ID, and for the base year school component file, SCH_ID. Note that F2DLSTSC contains a valid missing code, "99998," to capture situations in which the respondent left the requested last school attended information blank, incomplete, or named an alternative program or a school that is not on any of the NELS:88 school component data files. F1DLSTSC and F1DSCLWV are the equivalent variables for dropouts on the first follow-up restricted use dropout files.

The characteristics of these schools are used to construct school-level composites on the student data files for dropouts. If the school is not on a NELS:88 school component file but does appear on the QED sampling frame, then school-level composites are computed from information on the QED frame and are included in the student file for these respondents. If second follow-up dropout school information is missing but is present on the first follow-up dropout file, then that information is used again to compute school-level composites on the second follow-up student file.

7.3 Guide to the NELS:88 Codebooks

The codebooks that have been provided for each wave of the survey fully describe and assist with interpretation of each of the variables on each of the data files. The codebooks summarize all key information for each data element, including:

- the variable name, question number and content;
- the tape position and format on the file for each variable;
- valid and/or missing responses to each item; and,
- the unweighted frequency counts, percents, and weighted percents for each category.

Two related types of codebooks are provided for NELS:88--a hardcopy codebook and an electronic codebook (ECB). Both forms of the codebook chronicle the details analysts need to interpret properly the results of each item: the exact wording of the question that was presented to the respondent, the distribution of all legitimate answers among survey participants, the location and type of data element for each variable on the file, as well as names and labels provided for use with statistical software. For some items the basic presentation is supplemented with additional notes about using the data. The first type of codebook, the hardcopy codebook, is central to the documentation that is included in the NELS:88 data user manuals. Hardcopy codebook displays are described and illustrated in section 7.3.1 below.

The second type of codebook is the NELS:88 electronic codebook (ECB). The electronic print files that are produced by the hardcopy codebook software are used as the foundation (the input files) for the ECB software. ECBs provide several advantages. First, the NELS:88 ECBs reside on CD-ROM (Compact Disc Read-Only Memory) and, given the right equipment and software, can be accessed by and copied to a user's own personal computer. The NELS:88 data sets have also been released on CD-ROMs, a far more concentrated medium for archiving information than magnetic tapes. The PC mode is both more convenient and far less expensive than mainframe operations for most users. Second, ECBs permit users to scroll through the same variables and survey results found in all versions of the codebooks electronically. In addition, analysts interact with the ECB software to select only those data elements needed for the user's specific analyses. The result is a user-controlled subset of the variables that is fully equipped with the tools required for statistical analysis. The labor-intensive steps that were formerly required to accomplish these preliminary steps to analysis, such as typing in exact variable names, have been rendered obsolete by the ECB system. Additional information on ECBs is given in section 7.3.2.

7.3.1 Hardcopy Codebooks in NELS:88 Data User Manuals

Both the hardcopy and the ECB versions of the NELS:88 codebooks contain the basic information available on each variable in the NELS:88 data sets. Therefore, even those readers who plan to use ECBs should be familiar with the material in this subsection in order to take full advantage of the ECB.

Figure 7-1 is an illustration of the information provided in the codebooks for each data element. Each portion of this example is numbered and explained below.

Figure 7-1
An entry in the dropout public use codebook

1) Question 7

2) Tape Pos. 20-21

3) Format: I2

4) F2D7 5) GRADE R IN WHEN LAST ATTENDED SCHOOL

6) What grade were you in then?

7)	RESPONSE	8) CODES	9) FREQ	10) PERCENT	11) WGTD PCT
	8TH GRADE	01	65	3.2%	2.9%
	9TH GRADE	02	349	17.2%	17.1%
	10TH GRADE	03	531	26.2%	28.5%
	11TH GRADE	04	648	32.0%	33.2%
	12TH GRADE	05	380	18.7%	16.8%
	NO GRADE SYSTEM USED .	06	33	1.6%	1.6%
12)	RESERVED CODES:				
	MULTIPLE RESPONSE	96	1	0.0%	(MISS)
	REFUSED	97	3	0.1%	(MISS)
	MISSING	98	18	0.9%	(MISS)
	Totals:		2028	100.0%	100.0%

Figure 7-1 (continued)
An entry in the dropout public use codebook

Explanations:

1. Question number: The question number is the same as the dropout questionnaire item number for variables taken directly from the dropout instrument. Composite variables, flags and statistical weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable in the data set is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them. For example, G12REGON is used for Grade 12 Census region, and F2SES1 is used for one of three second follow-up socioeconomic status variables. Users should refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tapes or CD-ROM.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories in the case of questionnaire items or the recoded or constructed response categories for special variables such as a statistical weight. For display in the codebooks, continuous or very sensitive variables have been recoded to collapse all valid values into one or a few response categories. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

Figure 7-1 (continued)
An entry in the dropout public use codebook

10. Unweighted percentage frequencies: This column displays the frequency counts of item 7 as percentages. All records that were processed are included.

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserved code values are excluded from the computation.

12. Reserved codes: In this data set certain codes, termed "reserved codes" have been chosen to always stand for certain situations. These reserved codes and their interpretations are:

6=multiple response	more than one response where only one response was called for
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8=missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9=legitimate skip	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing.

These reserved codes are the same as those used in the NLS-72 and HS&B surveys. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9's (e.g., 96, 996, 9996).

Finally, additional comments and notes may be included and displayed below the standard information in the codebooks described in Figure 7-1. These comments alert researchers to the potential for nonresponse bias, a relation to another similar variable or composite, a recoding of a continuous variable in order to improve the codebook presentation, or to recodes or suppressions of sensitive data for confidentiality purposes.

7.3.2 The NELS:88 Electronic Codebook System (ECB)

The electronic codebook combines the convenience, simplicity and cost efficiencies of personal computers (PCs) with Compact Disc Read-Only Memory (CD-ROM) technology. Thousands of NELS:88 variables, the extensive statistical software programs and commands that transform the data in analyses, and electronic versions of data user manuals reside on a single CD-ROM. All are accessible with the MS-DOS operating system and statistical and word processing software that the user is likely already accustomed to working with a PC. Virtually all steps that must be undertaken prior to actual analysis runs on the data files may now be conducted within the ECB.

The ECB software is designed to acquaint the user with the available survey measures and responses by means of on-line, fully documented codebooks. Users may browse through the documentation, searching on both variables names and labels and on question text to find items that are suitable for the research question at hand. The final version of the ECB includes weighted and unweighted frequency distributions. Users can move quickly in the ECB between questionnaire items, sample indicators, and composite variables within a component, or between components of the study, and may select up to 255 variables of interest per session. A window shows how many variables have been tagged at any one time. The process culls a set of variables, and only those variables, that are appropriate to the user's own research issue. Since variable names and labels are stored electronically on the ECB, onerous tasks such as typing in this information that were formerly necessary are eliminated. The ECB permits users to write SAS-PC or SPSS-PC program code and/or command statements in order to construct system files of the selected variables. Finally, a print file of a codebook containing the frequencies for only the tagged items is another option with the ECB. The print file may subsequently be used to generate individualized hardcopy codebooks of the selected variables which may provide a most convenient reference during subsequent data analyses.

In order to use the new ECB technology, the following are required:

- a NELS:88 Compact Disc;
- a CD-ROM reader, used to read or copy the NELS:88 CD-ROM to a personal computer;
- an IBM-compatible personal computer (PC), minimally a 286 system;
- approximately 10 Mb space on the PC for the full ECB system; and,[9]
- a substantial amount of space for the data files. Although up to 165 Mb is required for all publicly-available base year, first follow-up, and second follow-up data sets, it is not necessary to copy and/or analyze all of these files simultaneously.

The NELS:88 Compact Disc includes installation procedures, programs and files required by the codebook system, the raw data files and data user manuals (in WordPerfect format).

Different Versions of the ECBs. Table 7.3.2-1 lists three versions of the NELS:88 ECBs that have been created for NELS:88.

The base year school sample is representative of all schools in the nation enrolling eighth graders in 1988. On the first follow-up ECB which includes base year files, information reflecting these schools has been released at two levels of analysis: aggregated at the level of the school (one record for each school), as well as distributed at the level of the students who attended those schools (one record for each such student). However, the second follow-up ECB only includes the base year school data at the level of the student.

The 1994 release of the first follow-up data contains minor adjustments to the cases that are included on the files. For example, sample members found to have been sampled into the study in error have been deleted, and base year ineligible students found to be eligible in the first or second follow-up

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[9] Space requirements will vary by the ECB component that is selected, the number of variables that may be chosen for generation of a hardcopy codebook, and by the statistical package used by the researcher.

Table 7.3.2-1
Three versions of the NELS:88 electronic codebooks

ECB Version	Survey Waves and Components	User Version
First Follow-Up ECB	base year, first follow-up (all components)	public use only
Second Follow-Up Interim ECB	base year, first follow-up, and second follow-up, (student and dropout)	public use only
Second Follow-Up Final ECB	base year, updated first follow-up, and second follow-up (student, dropout, school, parent, and teacher)[10]	public use and restricted use

have been added. A few of the first follow-up variables have also been updated for the second follow-up release of the first follow-up data. Such adjustments are possible in longitudinal studies as new information becomes available or technical advancements become feasible.

Although Table 7.3.2-1 includes both the interim and final versions of the second follow-up CD-ROM, this manual primarily discusses the contents of the final version of the second follow-up CD-ROM. The final second follow-up CD-ROM encompasses all thirteen of the major component files through the second follow-up of NELS:88. Cognitive test variables on all three waves of the survey have been refined and the first follow-up cases have been enhanced by the deletion of ineligibles and the addition of survey-eligible BYI sample members. Both the restricted use and public use CD-ROMs display a weighted and an unweighted frequency window.

A number of restricted use ASCII files are also available on a separate CD-ROM; these files will not be in the electronic codebook format. These files include 1) the transcript component data file, 2) all first follow-up and second follow-up School Effectiveness Study data files, 3) the second follow-up early graduate student supplement, 4) the cognitive test item file which is also on the restricted use CD-ROM that contains the ECB, 5) the expanded sample file, and 6) selected zip code-level community contextual variables. Contents of this CD-ROM are more fully described in the *NELS:88 Second Follow-Up Final Technical Report*.

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[10] The second follow-up restricted use CD-ROM contains an ASCII file of the student component cognitive test items; however, these items are not in the ECB format.

Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch at (202) 219-1522. The NELS:88 public use data on ECB/CD-ROM, which includes documentation for the ECB, can be ordered by calling Peggy Quinn at (202) 219-1743. The ECB is a qualitative advance over older approaches to complex data sets. The ease with which the pre-analysis phase is handled by the ECB is expected to increase both the number and types of users drawn to the NELS:88 database and, consequently, the variety of research topics addressed. Additional development of the ECB concept is expected to add useful enhancements. Critiques and suggestions on the ECB, the hardcopy codebook and other elements of the NELS:88 data user manuals are welcome. Please address your comments to:

Peggy Quinn
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 410H
Washington D.C. 20208
Fax (202) 219-1728

NELS:88 restricted use data on magnetic tapes and on CD-ROM are available at no charge on a restricted loan basis to individuals and/or institutions that obtain an approved license agreement from NCES. To request a license agreement, the individual and/or institution must provide the following information:

- The title of the survey to which access is desired.
- A detailed discussion of the statistical research project that necessitates accessing the restricted NCES survey data.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, name, and title of professional and technical staff who will access the survey data base. Each professional or technical staff member with access to the data is required to sign and have notarized an affidavit of nondisclosure.
- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer product specifications, such as medium (9-track tape, CD-ROM, PC diskette), code convention (ASCII, EBCDIC, SAS), etc.

To obtain further details and a license agreement form please write to:

Alan W. Moorehead
Data Security Officer
Statistical Standards and Methodology Division
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 408
Washington D.C. 20208
ph. (202) 219-1920

APPENDICES

Appendix A

NELS:88 Sources of Contextual Data:
Parent, Teacher, School Administrator, Transcript, and Course Offerings Components

I. Introduction

In addition to surveying students, NELS:88 collected data from students' school administrators, teachers, and parents. In the NELS:88 second follow-up, transcripts were collected for sample members as described below. Data about course offerings were collected from school effectiveness study schools only. These components of NELS:88 provide researchers with contextual sources with which to integrate and analyze the primary student data. The course offerings and transcript data sets also support stand-alone, cross-sectional analyses. The school administrator, teacher, and parent data sets, however, do not.

Information about instrument development and data collection procedures for the contextual components is contained in this appendix. More detailed information about the base year, first follow-up, and second follow-up school, teacher, parent, and student transcript components may be found in the appropriate data user's manuals for each data file. Information regarding the course offerings component is contained in the *School Effectiveness Study Data File User's Manual*.

II. Data Collection Instruments

2.1 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting. The NELS:88 base year survey provided a national probability sample of eighth-grade schools and a stand-alone school data set. **Because the first and second follow-up school samples do not constitute a national probability sample of schools, the first follow-up and second follow-up school administrator data should be used only to supplement student-level analyses.**

In the base year, a self-administered, forty-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

The first follow-up school administrator questionnaire covered many of the same topics as in the base year; however, administration time for first follow-up instrument was doubled, to approximately sixty minutes. The questionnaire was completed by the school principal, headmaster, or other school official designated by the principal of sampled schools. New schools brought into NELS:88 by virtue of student mobility (i.e., sample members who transferred to a non-NELS:88 school after the first day of the 1989-1990 school year) were not eligible for the school administrator or teacher surveys.

An abbreviated version of the first follow-up school administrator questionnaire was designed to be administered to school administrators who had not completed a questionnaire before June 1990. These school administrators were surveyed over the telephone during a second data collection period of the first follow-up between January 1991 and June 1991.

The second follow-up school administrator questionnaire covered many of the same topics as the base year and first follow-up school administrator questionnaires. Questions about students' preparation for postsecondary education and employment were new to the second follow-up school administrator questionnaire. The administration time for the questionnaire was forty-five minutes and four of the five sections of the questionnaire were completed by the school principal, headmaster, or other knowledgeable official designated by the school principal to complete the questionnaire. The final section of the questionnaire about school governance and climate was completed only by the school principal.

An abbreviated version of the school administrator questionnaire was also administered during the second follow-up. Appendix J of the *NELS:88 Second Follow-Up: School Administrator Data File User's Manual* contains a list of the items contained in the abbreviated version of the school administrator questionnaire.

2.2 Teacher Questionnaire

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. **The design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students.** The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

In both the base year and first follow-up, a forty five-minute self-administered questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four cognitive test subjects: mathematics, science, English, and history. In the base year, first follow-up, and second follow-up, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. In the first follow-up, the teachers of each sample member were chosen when possible from the same two cognitive test areas that were chosen for that student in the base year. In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in another one of the four subjects. In the second follow-up teacher component, a thirty-minute questionnaire was collected for only one of the two cognitive test subjects, mathematics and science, if the student was enrolled in a class in one of the subjects.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.

- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, and years of teaching experience).

2.3 Parent Questionnaire

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents in both the base year and second follow-up.

In the base year, a self-administered thirty-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth-grade tests were administered. Parents of sample members were not surveyed in the first follow-up, and in the second follow-up a self-administered forty-minute questionnaire was mailed to parents. One focus of the second follow-up questionnaire is postsecondary educational costs and financial aid decisions. Because this information was not available to most parents until the spring of 1992, the parent questionnaire was mailed to parents in May 1992, after most student data collection was complete. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's (or dropout's) educational activities and related behaviors, to complete the questionnaire. In accordance with this definition, the respondent was self-selected.

2.4 Transcript Component

The sample for the Transcript Survey includes all sample members attending selected NELS:88 schools at the time of school selection, and all dropouts, alternative completers, and early graduates. The collection of transcripts for the eligible NELS:88 sample members facilitates two important research efforts:

- the validation of certain data--including high school coursetaking, course grades, and attendance data--provided by students in their responses to First and Second Follow-Up questionnaires; and,

- the investigation of coursetaking patterns by student characteristics, and the relationship of such patterns to students' postsecondary activities and achievement.

The following data elements were abstracted from transcripts:

Student-level

- number of absences per year or term;
- rank in class* and class size;*
- date student left school;*
- reason student left school* (graduated, transferred, etc.);
- cumulative GPA; and,
- standardized test scores for the PSAT, SAT, ACT, College Board Achievement, and advanced Placement tests.

Course-level (for courses taken in grades 9 (or 10) through 12)

- course title,* department, and number;
- year,* grade level,* and term course* taken;
- number of credits earned;* and,
- grade awarded.*

*Asterisks denote a critical item.

2.5 Course Offerings Survey in School Effectiveness Study Schools

The course offerings survey was designed to collect valuable information about high school programs and the educational experiences of high school students. When used with transcript data, course offerings data facilitate the investigation of coursetaking patterns by student characteristics and the relationship of these patterns to student outcomes. **Because only School Effectiveness Study schools were eligible for the course offerings survey, the data set also supports stand-alone analyses of coursetaking patterns and enrollment rates in urban and suburban schools in large MSAs.**

A course catalog with descriptions for all courses offered during the 1991-92 school year was the preferred format for course offerings data. A small number of schools were able to provide only master teaching schedules, student handbooks with course lists, or course registration forms.

III. Data Collection

3.1 Base Year Data Collection

In the base year, data were collected from 22,651 parents, 5,193 teachers, and 1,035 school administrators in 1,052 schools. Data collection was accomplished through self-administered instruments that were mailed to respondents' households or sampled schools.

3.1.1 Base Year School Administrator Survey

For the school survey, the school principal or headmaster was asked to complete a self-administered questionnaire. Like the base year teacher survey, questionnaires for school administrators who did not initially return their completed questionnaire were collected through telephone follow-up.

3.1.2 Base Year Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth-grade teachers of the sampled students. After the initial return of self-administered teacher questionnaires, questionnaires for the nonresponding teachers were collected through telephone follow-up.

Teachers were selected in two of four subject areas: mathematics, science, English, and history. Each school was randomly assigned to one of the following combinations of curriculum areas: mathematics and English; mathematics and history; science and English; and science and history.

In each NELS:88 school, data were collected from each sampled student's current teacher(s) in the two designated subject areas. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or history in all schools. Combinations of English and history as well as science and mathematics were excluded by the design. The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (public, Catholic, and other private); level (elementary, middle, junior-senior high school); geographical stratum; and school size.

3.1.3 Base Year Parent Survey

A self-administered questionnaire was hand-delivered by each sampled student to his or her parent or guardian. The questionnaire included a written request that it be completed by the parent or guardian who is most familiar with the student's current school situation and educational plans.

Parents who failed to return a completed self-administered questionnaire were surveyed over the telephone or in face-to-face interviews. Following telephone prompting of nonrespondents, an interviewer would attempt to administer the interview over the telephone. If the interviewer was unable to complete the interview over the telephone, the interviewer made a personal visit to the respondent to conduct a face-to-face interview.

3.2 First Follow-Up Data Collection

Data collection procedures for the first follow-up school and teacher components were similar to the data collection procedures of the corresponding base year surveys. Like the base year contextual components, self-administered instruments were sent to the participating schools for distribution to the school administrator and designated teachers.

3.2.1 First Follow-Up School Administrator Survey

In the spring of 1990, the chief administrators of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire. Unlike the base year school administrator survey, first follow-up school principals could designate another knowledgeable school official to complete the first six of seven sections of the questionnaire. The seventh section of the questionnaire which contained items on school climate was completed only by the school's chief administrator. This change was introduced to lower burden and increase participation, since the first follow-up school questionnaire was more than double the length of the base year instrument.

The school administrator data was collected in two data collection periods. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a self-administered questionnaire. In the second data collection period, interviewers conducted an abbreviated version of the school administrator questionnaire over the telephone with the school principals. Abbreviated versions of the questionnaire were completed for 21 percent of the respondents, and at the end of the second phase of data collection the school response rate was 97 percent.

To ensure comparability of data across the two data collection periods, principals were instructed, during the follow-up period, to reference the 1989-1990 academic school year in their responses. In the event that the school principal from the spring of 1990 was no longer at the school, the next highest administrative official who held a position at the school during the 1989-1990 school year was asked to complete the mail survey or telephone interview.

3.2.2 First Follow-Up Teacher Survey

In the NELS:88 first follow-up teacher survey, up to two teachers of each first follow-up sample member were asked to complete a self-administered teacher questionnaire. To maximize longitudinal comparability of teacher data, NELS:88 first follow-up teachers for each student were selected in the same subject combinations as in the base year: mathematics-English, mathematics-history, science-English, or science-history. Freshened students who were not enrolled in the eighth grade in the base year, and hence, not assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner. If a student were only enrolled in one of the four subject areas, then only one teacher report was collected for the student.

In some situations a teacher report was collected in a subject area other than the student's assigned subject combination. If a student were not enrolled in classes in his or her assigned subject area, then a teacher report was collected in another one of the four subject areas. Additionally, the subject area of the student's teacher report was sometimes substituted with another subject area in order to reduce the burden of the teacher survey on teachers who were asked to report on eight or more NELS:88 students.

Possible student-teacher subject pairings in the base year and first follow-up were as follows:

Base Year	**First Follow-Up**
English..........Mathematics	English..........Mathematics
History..........Mathematics	History..........Mathematics
Science..........History	Science..........History
Science..........English	Science..........English
	Science..........Mathematics
	English..........History
	English..........English[1]
	History..........History
	Mathematics....Mathematics
	Science..........Science

Data collection for the first follow-up teacher survey occurred in two phases. During the initial data collection effort from January to July 1990, questionnaires were distributed to teachers at NELS:88

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[1] Same-subject pairings pertain to situations in which either a) different teachers instructed the sample member in the same subject but different courses, or b) the same teacher instructed the sample member in two different courses of the same subject matter.

schools. Nonresponding teachers were pursued during the second data collection effort beginning in January of 1991. In the second data collection effort teacher questionnaires were mailed to 2,671 nonresponding teachers who were instructed to complete the questionnaire with respect to the first follow-up sample member(s) who was enrolled in a particular class the teacher instructed as of spring 1990. No additional follow-up procedures were undertaken during the second phase of data collection.

3.3 Second Follow-Up Data Collection

In the second follow-up, data collection procedures involved mailing a self-administered questionnaire to school principals, teachers, and parents. Two weeks after the initial mailing, a postcard reminder was mailed to respondents who had not yet returned a completed questionnaire. Two weeks after the postcard was mailed, telephone interviewers called the respondents to prompt them for the return of the completed questionnaire. Three weeks after the telephone prompt, telephone interviewers began calling any respondents who had not yet completed a questionnaire to attempt to complete the interview over the telephone.

For the course offerings and transcript surveys, data collection forms were mailed to principals and other school staff, with follow-up over the telephone and in person.

Figure A-1 shows the data collection field periods for all components of the NELS:88 Second Follow-Up study.

3.3.1 Second Follow-Up School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principal or headmaster of selected NELS:88 schools with second follow-up sample members still in attendance. Completed self-administered questionnaires and telephone interviews were collected from February through early July 1992. For any interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer to the previous academic year.

As in the first follow-up the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. The school principal only was asked to complete the fifth section of the questionnaire on school governance and school climate.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and over the telephone, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If the principal had a copy of the questionnaire, they were encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

3.3.2 Second Follow-Up Teacher Survey

In the second follow-up teacher survey, one teacher report was collected for each student attending a NELS:88 school if the student was enrolled in a mathematics or science class. For students enrolled in both a mathematics and a science class, only one teacher report was collected. The subject area of the teacher report collected for students enrolled in both a mathematics and science class was the same subject area of the teacher surveyed for the student in the base year teacher survey. Some students who were enrolled in both a mathematics and a science class were added to the first follow-up or second follow-up through freshening. For these freshened students, the subject area of the teacher surveyed was the base year selected subject of the student's linked partner in the freshening procedure.

The teacher survey was designed to articulate with the student cognitive tests and to minimize the amount of time between the collection of the student and teacher reports. Because students were surveyed at NELS:88 schools from January 1992 through the end of the 1991-1992 academic year, self-administered questionnaires were mailed to teachers in two mailings depending on when the students at the school were surveyed. Teachers at schools at which the students were surveyed before April 1, 1992, were mailed a questionnaire in early February 1992. Teachers at schools at which the students were surveyed on or after April 1, 1992, were mailed a questionnaire in early March 1992.

For most students a teacher report was collected from the fall term teacher in the selected subject. However, if the students at a school were surveyed on or after April 1, 1992, then the teacher questionnaire was mailed to the spring term teacher of the selected subject for the student. This design was based on the assumption that early in the spring term, the fall term teacher was the most familiar and could most fully assess the student.[2] After April 1, a teacher report was collected from the spring term teacher because at that time the spring term teacher was more likely to have had sufficient interaction with the student to make a full assessment of the student in the teacher questionnaire, and the fall term teacher might have difficulty recalling a student he or she had not instructed in several months. Interviewing the spring term teacher for students interviewed in school data collection sessions after April 1 also provided better articulation with the student cognitive tests than interviewing the fall term teacher in late spring.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Teachers who did not respond after the postcard and telephone prompts were interviewed over the telephone.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

3.3.3 Second Follow-Up Parent Survey

In the second follow-up, a forty-minute questionnaire was mailed to the parent or guardian of NELS:88 students in May 1992. Like the base year parent survey, the instructions in the questionnaire and accompanying letter directed the parent or guardian who was most knowledgeable about the teenager's current situation to complete the questionnaire. In accordance with these instructions, the respondent was self-selected.

Whereas the base year parent survey asked parents to complete the questionnaire near the same time the student was interviewed, the second follow-up instrument included questions about postsecondary educational costs which precluded an exact temporal correspondence between the administration of the two surveys. Because many students and parents do not receive financial aid decisions until late in the spring of the teenager's twelfth-grade year, the parent questionnaires were mailed in May 1992, to ensure that the parents and guardians would be able to answer these questions fully. For parents who completed the interview after the end of the 1991- 1992 academic year, the parent questionnaire instructed parents to refer to the spring of 1992 when answering questions about the teenager's school life.

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[2] Of course, in most instances the fall and spring term teacher were one and the same person.

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The parent instrument was designed as a self-administered questionnaire, but many parents completed the survey over the telephone with an interviewer. To minimize any differences between the two modes of administration, interviewers were trained to adapt the questions to make sense when asked over the telephone. Interviewers also encouraged parents to read along in the questionnaire if they had their copy of the self-administered questionnaire available.

3.3.4 Course Offerings

Course offerings documents were collected from selected NELS:88 schools in the fall of 1991. Additional documents were collected as necessary during transcript collection and processing. The majority of schools provided catalogs with descriptions of the courses offered during the 1991-92 school year. For School Effectiveness Study schools, the following data elements were abstracted from course offerings documents:

- course title;
- course number;
- duration of the course (e.g., year, semester);
- credits awarded for successful completion of the course (standardized to Carnegie units); and,
- term offered.

Courses were coded using school or district course descriptions, if available, according to the Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcript Study.

3.3.5 Transcript Component

In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members eligible for the survey. Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any in-school survey session day transfers on survey documents, to facilitate the pursuit of additional records from transfer schools.

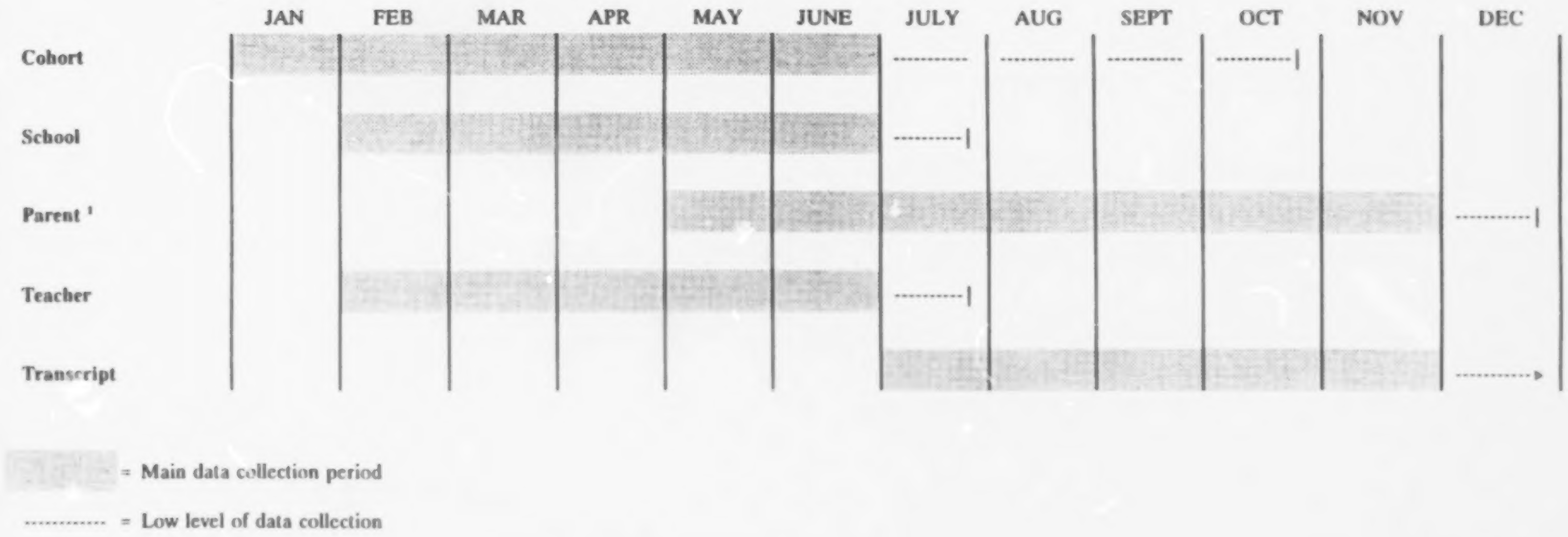
Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992 to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March.

Abstraction of student- and course-level data from transcripts began in October 1992 and continued through March 1993. Retrieval of missing critical items from school staff occurred concurrently. Coding of transcript courses began in November 1992, and continued through April 1993. Courses were coded using the course catalog for the school or district, in accordance with the

Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcripts Study. When a school or district catalog was unavailable, courses were coded by title alone.

FIGURE A-1
NELS:88 SECOND FOLLOW-UP
DATA COLLECTION FIELD PERIODS BY COMPONENT

1992



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1. The NELS:88 Second Follow-Up parent questionnaire included questions abut postsecondary educational costs and financial aid decisions. Because this information is not available to many parents until the end of their teenager's senior year, parent data collection began in May, 1992, to ensure that parents could answer these questions fully.

Appendix B

NELS:88-Related Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International Organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effectiveness Study, supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. The second follow-up wave of NELS:88 included continuations of the base year and first follow-up state augmentations; the school effectiveness study; the continuation of the first follow-up Base Year Ineligibles study; and the continuation of the Christian schools supplement. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students. The second follow-up added over 1,300 SES students to replace students lost due to attrition (such as transfers and dropouts).

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Reformed Christian schools that are members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the in-school survey sessions held in their schools. Base year sample members and their parents were surveyed again in the second follow-up.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up. The second follow-up continued the augmentation supplements in these two states.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year: School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts[1] of the sophomore cohort and the collection of postsecondary education transcript[2] and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

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[1] In addition to the HS&B and NELS:88 high school transcript data available from the NELS program, two other NCES high school transcript data sets are also available, from records studies of graduating seniors in NAEP schools: the 1987 and 1990 High School Transcript Studies.

[2] In addition to the NLS-72 and HS&B postsecondary transcript data files available within the NELS program, postsecondary transcript data are also available for 1985-86 and 1989-90 college graduates, through the NCES 1987 and 1991 Recent College Graduates Transcript Studies. Transcript data will also be collected for college graduates surveyed in 1994 as part of the NCES Baccalaureate and Beyond study.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education. The *NELS:88 Second Follow-Up: Parent Component Data File User's Manual* contains a crosswalk between the items included in the HS&B parent surveys and the NELS:88 base year and second follow-up parent surveys.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second, Third, and Fourth Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

The **Fourth Follow-Up Sophomore File** includes all base year, first, second, third, and fourth follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling, earnings, and periods of unemployment for this cohort, who by 1992 had been out of high school for ten years. HS&B fourth follow-up data are scheduled to be released in 1994.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings File contains school information, course offerings, data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned. An updated transcript file is being prepared as part of the 1992 HS&B fourth follow-up.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance.)

Appendix C

National Center for Education Statistics, Longitudinal and Household Studies Branch, NELS:88 Publications

NCES NELS:88 Publications

ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, August 1992; NCES 92-042.

McMillen, M. ***Eighth to Tenth Grade Dropouts***, 1992; NCES 92-006.

Owings, J., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders***, 1992. NCES 92-023.

Green, P.J. ***High School Seniors Look to the Future, 1972 and 1992***, 1993; NCES 93-473.

McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992***, Issue Brief Series, 1993; NCES 93-901.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990***, 1993; NCES 93-087.

Green, P.J., Dugoni, B.L., Ingels, S.J., and Camburn, E. ***A Profile of the American High School Senior in 1992***, NCES, forthcoming, 1994; NCES 94-384.

Ingels, S.J., Plank, S.B., Schneider, B., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990***, NCES, forthcoming, 1994.

Myers, D., and Heiser, N. ***Students' School Transition Patterns between Eighth and Tenth Grades Based on NELS:88***, forthcoming 1994; NCES 94-137.

Rasinski, K.A. ***The Effect of High School Vocational Education on Academic Achievement Gain and High School Persistence: Evidence from NELS:88***, 1994; Report to the Office of Research, U.S. Department of Education.

Rock, D.A., Owings, J.A., and Lee, R. ***Changes in Math Proficiency Between 8th and 10th Grades.*** Statistics in Brief series, 1994, NCES 93-455.

Scott, L.A., Rock, D.A., Pollack, J.M., and Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, NCES, forthcoming, 1994.

RELEASED E.D. TABULATIONS.

Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, April 1991; NCES 91-460.

USER'S MANUALS/TECHNICAL REPORTS/METHODOLOGY MONOGRAPHS.

Ingels, S.J., et al. ***NELS:88 Base Year Field Test Report***. 1987. Chicago: NORC. ERIC ED 289-897.

Ingels, S.J., Abraham, S., Rasinski, K.A., Karr, R., Spencer, B.D., and Frankel, M.R. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT: March 1990; NCES 90-464
PARENT COMPONENT: March 1990; NCES 90-466
SCHOOL COMPONENT: March 1990; NCES 90-482
TEACHER COMPONENT: March 1990; NCES 90-484

Ingels, S.J., Rasinski, K.A., Frankel, M.R., Spencer, B.D., and Buckley, P. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Dowd, K.L., et al. ***NELS:88 Second Follow-Up Field Test Report***. 1991. Chicago: NORC. ERIC ED 335-418.

Rock, D.A., and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P., Rasinski, K.A., Lee, R., and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J., Scott, L.A., Lindmark, J.T., Frankel, M.R., and Myers, S.L. ***NELS:88 First Follow-Up Data File User's Manuals***:

STUDENT COMPONENT: April 1992; NCES 92-030
SCHOOL COMPONENT: May 1992; NCES 92-084
DROPOUT COMPONENT: November 1992; NCES 92-083
TEACHER COMPONENT: November 1992; NCES 92-085

Pieper, D., and Scott, L.A. ***User's Guide to the NELS:88 Base Year/First Follow-Up Electronic Codebook,*** March 1993; Chicago: NORC.

Ingels, S.J., Scott, L.A., Rock, D.A., Pollack, J.M., Rasinski, K.A. ***NELS:88 First Follow-Up Final Technical Report,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Dowd, K.L., Baldridge, J.D., Stipe, J.L., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Student Component Data File User's Manual,*** 1994; NCES 93-374.

Ingels, S.J., Dowd, K.L., Stipe, J.L., Baldridge, J.D., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Dropout Component Data File User's Manual,*** 1994; NCES 93-375.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Parent Component Data File User's Manual,*** 1994; NCES 94-378.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Teacher Component Data File User's Manual,*** 1994; NCES 94-379.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: School Component Data File User's Manual,*** 1994; NCES 94-376.

Ingels, S.J., Dowd, K.L., Taylor, J.R., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Transcript Component Data File User's Manual,*** 1994; NCES 94-377.

Ingels, S.J., and Dowd, K.L. ***Conducting Trend Analyses: HS&B and NELS:88 Sophomore Cohort Dropouts***, forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Baldridge, J.B. ***Conducting Trend Anclyses: NLS-72, HS&B, and NELS:88 Seniors,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Taylor, J.R. ***Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Dowd, K.L. ***NELS:88 Second Follow-Up Questionnaire Content Areas and Research Issues***, forthcoming, 1994, Washington, D.C.: NCES 94-497.

UPCOMING NELS:88 REPORTS AND TECHNICAL DOCUMENTATION.

Technical Report: NELS:88 Second Follow-Up Psychometric Report
Technical Report: NELS:88 Second Follow-Up Final Technical Report
Technical Report: NELS:88 Second Follow-Up Sample Design Report
Selected Methodological Monographs
Statistical Analysis Report: America's High School Seniors: A Twenty Year Comparison, 1972-1992
Technical Report: NELS:88 Second Follow-Up School Effectiveness Study Data File User's Manual
Statistical Analysis Report: Science and Mathematics Teaching and Learning

Appendix D

Conducting Trend Analyses of HS&B and NELS:88 Sophomore Cohort Dropouts

Conducting Trend Analyses of HS&B and NELS:88 Sophomore Cohort Dropouts

There are special considerations in comparing the NELS:88 and HS&B dropout and early graduate populations. Dropouts--particularly in the sense of who was assigned a dropout questionnaire--were somewhat differently defined in the two studies. For example, in the NELS:88 second follow-up, dropouts who had obtained alternative credentials such as a GED were administered the student rather than the dropout questionnaire, along with the early graduate supplement. In HS&B such alternative completers were administered the dropout questionnaire and were not included in the early graduate supplement. Questionnaire assignment in the two studies is summarized in Table 1 below:

Table 1: Dropout and student questionnaire assignment, HS&B (1982) and NELS:88 (1992)

HS&B (1982)	questionnaire	NELS:88 (1992)	questionnaire
enrolled in high school	student	enrolled in high school	student
graduated early	student (including early grad supplement)	graduated early or have already received GED	student (including early grad supplement)
not enrolled in HS, but enrolled in GED preparation classes or other special program or have received GED	dropout	not enrolled in HS, but enrolled in GED preparation classes or other special program, but have *not* received GED or equivalent	dropout
dropout (haven't attended school for 20 consecutive days or more)	dropout	dropout (haven't attended school for 20 consecutive days or more)	dropout

Use of appropriate subgroup membership flags permits the analyst to define dropouts in the same way in both HS&B and NELS:88; however, for respondents such as GED holders, some items that otherwise would be available cannot be compared because members of this group were treated as dropouts in HS&B. Some further alternatives and complexities in comparing HS&B and NELS:88 dropouts are worth noting.

One issue is the comparability of the HS&B and NELS:88 tenth-grade samples. In order to understand the NELS:88 tenth-grade sample, one must first look at the eighth-grade sample. Because NELS:88 began with eighth graders, care was taken to ascertain which eighth graders two years later had remained in modal grade sequence, and which had not. Out-of-sequence eighth graders were not accorded sophomore cohort status. Nevertheless, because of the broad way that NELS:88 first follow-up defined a student--as anyone receiving any form of instruction--no doubt some individuals included in NELS:88 would not have appeared in the HS&B sophomore sampling frame. For example, a handful of 1988 eighth graders were in a home study situation by 1990, but may still have been doing tenth-grade course work (1990 home study students are, however, identifiable, through F2F1DOST). Some individuals were also receiving academic or vocational instruction outside regular high schools. In part, this situation is comparable to HS&B, which included sophomores in alternative schools (defined as a school "in which a significant portion of a student's time is spent in non-classroom activities") as a base year sampling stratum. In part, it is not comparable, since non-diploma alternative instruction outside a regular or alternative high school fell outside the HS&B sampling frame. A further possible difference between the sophomore sampling frames in 1980 and 1990 might appear to be eligibility differences, insofar as such statuses can change and some eighth-grade ineligibles might have been tenth-grade eligibles. However, this potential difficulty was addressed by the base year ineligibles study in the first follow-up, which inducted into the 1990 round excluded 1988 eighth graders who had since become eligible (for example, through becoming sufficiently versant with the English language to complete the survey forms).

To compare HS&B and NELS:88 sophomore cohort dropouts, one must select participants from the NELS:88 sophomore cohort (G10COHRT = 1), employ the correct weights (FUWT for HS&B [called FU1WT in later files] and F2QWT for NELS:88), and define the dropout population according to one of the options described below.[1]

The importance of choosing with care the dropout definition most clearly aligned with one's analysis questions is underlined by the fact that different dropout definitions may underwrite different conclusions. For example, HS&B data suggest, when dropouts and alternative completers are lumped together, that males are more likely than females to drop out. However, if alternative completers are excluded from the analysis, males are no more likely to drop out than females.[2]

There are three basic options for defining sophomore cohort dropouts in NELS:88. We will sketch these three options, beginning with the most inclusive, and ending with the least inclusive. Definition 1--the most inclusive--is as follows:

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[1] This example employs the cross-sectional (1982 and 1992) sophomore weights. Note that for HS&B, the sophomore cross-sectional weight, FUWT, was created in the first follow-up, and that FU1WT is a version of the 1982 cross-sectional weight that is adjusted for the sample retained in the HS&B second follow-up (1984). Which weight will be appropriate depends upon whether one is using the full 1982 file (FUWT) of the 1984 subsample (FU1WT). In addition, 1980-82 longitudinal findings may be compared to 1990-92 findings. The 1980-82 sophomore cohort weight created in the first follow-up is PANELWT; the 1990-92 sophomore cohort longitudinal weight is F2F1PNWT.

[2] McMillen, Kaufman, Hausken and Bradby, 1993.

– Definition 1 –

A dropout is an individual who has left a regular high school diploma program and meets any of the following three defining conditions:

a. has obtained an alternative credential (usually, the GED);

b. is taking classes in preparation for the GED exam or receiving instruction for other alternative credentialling;

c. holds neither diploma nor equivalency certification, and is receiving no academic instruction--neither regular nor alternative.

Definition 1 is essentially the HS&B definition of a dropout. Although it had not been anticipated at the time of the HS&B first follow-up that there would be individuals who fell in category "a", 302 of the 2,289 dropout questionnaire completers reported that they already had obtained their GED or high school equivalency certification.[3] In working with the HS&B files, the analyst would take all cases identified in the first follow-up as dropouts, that is, FUSTTYPE = 2, amounting to 13.6 percent (weighted) of the HS&B sophomore cohort. In NELS:88, this same population can be identified through the enrollment status indicator F2DOSTAT),[4] and amounts to 10.1 percent of the NELS:88 sophomore cohort two years later. However, NELS:88 used a modified version of this definition to determine who would be administered a dropout questionnaire (in NELS:88, those meeting condition "a" above were regarded as completers and administered a student questionnaire; sophomore cohort dropouts who had already completed a GED are a rare population in both studies, though larger numbers of NELS:88 eighth-grade cohort 1990 status dropouts had earned a GED by 1992). Even though members of group

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[3] Barro and Kolstad (1987) note that "to have completed a GED by spring 1982 is to have done so in less time than would have been required to graduate from regular high school;" some of these reports may be inaccurate, but we know that some dropouts do achieve this paradoxical result.

[4] To capture this definition, NELS:88 sophomore cohort members with F2DOSTAT = 3, 4, or 5 should be included. Some individuals with F2DOSTAT = 3 will have completed the student questionnaire (GED recipients) while others will have completed the dropout questionnaire (receiving alternative instruction but have not received a GED or other equivalency certification). F2DOSTAT permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) or the HS&B definition. F2DOSTAT values are as follows:

0 = student (sample member was not a school dropout or a stopout in the second follow-up)
1 = enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases)
2 = stopout (sample member dropped out of school at one time in second follow-up, but subsequently returned to school)
3 = alternative completer (passed HS equivalency exam or enrolled in or completed a non-traditional HS program)
4 = dropout--school confirmed (sample member was reported by the school to be a dropout but status was not also confirmed by sample member and/or family).
5 = dropout--doubled confirmed (sample member dropped out of school--confirmed by sample member and/or family).

"a" above were not administered the dropout questionnaire in NELS:88, a more limited set of comparisons is possible using this definition, based on student questionnaire items that overlap with the dropout questionnaire on NELS:88 and were also asked in HS&B.

Dropout definition 2 drops condition "a" from definition 1 (has received GED or equivalent) above:

– Definition 2 –

A dropout is an individual who has left a regular high school diploma program and meets either of the following two defining conditions:

a. is taking classes in preparation for the GED exam or receiving instruction for other alternative credentialling;

b. holds neither diploma nor equivalency certification, and is receiving no academic instruction--neither regular nor alternative.

This definition was used in the NELS:88 second follow-up to determine who would be administered a dropout questionnaire. Using this definition, one can compare HS&B and NELS:88 dropouts by selecting all NELS:88 sophomore cohort dropout questionnaire completers (F2QFLG = 2 and F2DOSTAT = 3, 4 or 5), and then excluding all GED completers. In HS&B, GED completers were assigned the dropout questionnaire. In general, GED completers in NELS:88 were assigned the student questionnaire; however, some sample members who did not report having the GED at the time of screening did report having a GED or other equivalency certification when they completed a dropout questionnaire. To exclude HS&B GED completers, select FD16 = 4 for cases where FUSTTYPE = 2. To exclude the NELS:88 GED completers who completed a dropout questionnaire, exclude cases where F2DOSTAT = 3 *and* F2D31 = 1.[5]

Conceptually, the analyst in this case must be committed to viewing students enrolled in high school diploma programs as categorically distinct from students preparing for an alternative credential such, who in turn would be regarded as essentially similar to dropouts. However, for many research purposes, one might want to isolate school leavers who are not receiving alternative instruction.

Definition 3, which is essentially the definition of dropping out employed in the NELS:88 first follow-up, permits investigation of this group.

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[5] The NELS:88 cohort dropout definition is based on enrollment status in the spring term of 1992. Nevertheless, data collection continued into the summer. There are, therefore, some sample members who were surveyed after the end of the spring term and reported having received a GED in the summer of 1992. These individuals should be regarded as dropouts under definition 2, because the HS&B and NELS:88 cohort dropout definitions are temporally bound by the spring term. Therefore, where F2D31 = 1 but F2D32 = June 1992 or later, these cases (*N*=5) should be classified as spring cohort dropouts.

– Definition 3 –

A dropout is an individual who has left a regular high school diploma program and meets the following defining condition: that individual has not received a diploma or an alternative credential and is currently receiving no academic instruction--neither regular nor alternative.

NELS:88 second follow-up gathered information that permits this definition to be used in the 1992 study. This group is clearly identified on the NELS:88 data files (F2DOSTAT = 4 or 5), and can be approximated within the HS&B data set. In both HS&B and NELS:88, assignment of the dropout questionnaire was based on a data collection screener; for both screeners, the essential distinction was whether one was enrolled in a high school diploma program or not.[6] For HS&B, while there are questionnaire items that inquire into alternative program status, there are three reasons why questionnaire responses cannot be mapped to the screener definitions with absolute precision: a) not everyone who was screened for enrollment status participated (2,601 dropouts were identified according to the screener criteria, and 2,289 completed a dropout questionnaire); b) there may be inconsistency or error in either screener or questionnaire; and c) the questionnaire data allow GED enrollees to be removed but not enrollees in other equivalency programs. However, given use of weighted data that reflect high response rates, given the normally trivial level of inconsistency between screener and questionnaire data, and given that the overwhelming majority of alternative completers travel the GED route,[7] these considerations should not pose an obstacle to deriving a workable approximation of definition 3 from the HS&B data. Two suggestions for this operationalization appear below. Each gives slightly different results.

The first suggestion for making the HS&B definition equivalent to the NELS:88 definition is as follows. Modify FUSTTYPE = 2 by subtracting from the result two classes of cases:

a. If HS&B FD16 (plans to go back to high school for a diploma or GED) was coded as a 4 (already have GED or equivalent) then the respondent is regarded as a school completer, not a dropout; and,

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[6] Status assigned from the screener and questionnaire data cannot be unambiguously compared for NELS:88 second follow-up. For example, a student may have answered the program type question (F2S12A) by indicating "alternative, stay-in-school, or dropout prevention program." This response is consistent with screener classification as a student (as opposed to an alternative completer), since the screener definition restricted alternative completer status to sample members enrolled in a program that did not lead to a high school diploma.

[7] Cameron and Heckman (1993) indicate that in 1987, 84.5 percent of all new high school credentials were issued through traditional course attendance high school programs, 14 percent through equivalency certification on a standardized examination for high school dropouts, and the remainder (between one and two percent) through night schools or other formal adult education programs (p.4). Of exam-certified dropouts, they indicate (p.5) that GED certified "well in excess of 90 percent of all exam-certified high school graduates over the period 1970-87." Of course, the bulk of individuals in HS&B and NELS:88 attempting to complete high school through an alternative route had not yet (in 1982 or 1992) accomplished their goal.

b. If FD36AA ("Between the time you left high school and February 1982, have you participated in a GED program") is coded as Yes (= 1) then the respondent is regarded as a student, not a dropout.

This scheme (employed in McMillen, Kaufman, Hausken, and Bradby, 1993) yields an HS&B dropout rate of 10.9 percent, compared to the 13.6 percent reported in Barro and Kolstad (1987) and reflecting definition 1 above.

An alternative approach offers a similar result but is slightly more conservative.[8] Because some individuals who answered yes to FD36AA (have participated in a GED program) may have dropped out of the program without obtaining a credential, or may have completed the program but not taken the GED test or have failed the GED test, further refinements in the HS&B specifications may be desirable. Hence one may wish to remove from the HS&B dropout pool only those alternative students/completers who report either that they already have a GED or equivalent (FD16 = 4), or are currently participating in a GED preparatory program (FD36AA = 1 and FD36F = 3). When one follows these more restrictive specifications, the resulting dropout rate is 11.4 percent. There will be a very small difference in the number of HS&B cases that contribute to a dropout comparison with NELS:88, based on which of these two operationalizations the analyst chooses.

Table 2 further illustrates the issues involved in choosing a dropout definition for HS&B and NELS:88 comparisons. Table 2 shows that for the HS&B first follow-up (1982), a 13.6 percent cohort dropout rate was reported.[9] That is, 13.6 percent of spring term 1980 high school sophomores were found to be out of school (for reasons other than early graduation) in the spring term of 1982.[10] A decade later, the comparable rate derivable from NELS:88 second follow-up--calculated based on the eligible sample of questionnaire completers using an HS&B-comparable definition of dropouts (including those following an alternative high school completion route, and those who already had obtained a GED or other equivalency certification)--is 10.1 percent. On the other hand, if a NELS:88 first follow-up definition of student and dropout is enforced on HS&B--that is, dropouts are regarded as those individuals who have 1) left high school and 2) are receiving no academic instruction--then dropout rates and sample numbers are lower. Specifically, the HS&B sophomore cohort dropout rate falls to 10.9 (or to 11.4) percent and the NELS:88 sophomore cohort dropout rate is reduced to 6.2 percent.

This discussion has stressed the cohort dropout rate (enrollment status of the HS&B and NELS:88 sophomore cohorts in the spring terms of 1982 and 1992 respectively) since status at this time point determined whether individuals would be administered a dropout questionnaire. Some individuals who may have been enrolled in spring term had prior dropout events (as captured, for example, by NELS:88 F2DOSTAT = 2 or HS&B TRSTYPE = 3). Additional event and spring status dropout indicators are available in the data sets. For example, both HS&B and NELS:88 collected high school transcripts. School records information may confirm, supplement, or even contradict other sources of enrollment status information. The TRSTYPE variable on the HS&B third follow-up (1986) sophomore cohort

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[8] This approach is based on a suggestion offered by Phil Kaufman.

[9] The very small number of Spanish-language questionnaire completers were excluded from calculation of this rate.

[10] For further details of the 13.6 percent calculation, see Barro and Kolstad, 1987, pp.16-18; and Frase, 1989, pp.83-84, on alternative HS&B definitions and rates.

Table 2: Three ways to define dropouts for cross-cohort (HS&B 1982 - NELS:88 1992) comparisons

Comparison 1. Sophomore Cohort Dropouts: Most Inclusive Definition (HS&B)		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: this definition determined which sample members were administered the dropout questionnaire in HS&B.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout cases (that is, FUSTTYPE=2).	NELS:88: Include all NELS:88 dropout questionnaire completions, plus overlap data for NELS:88 second follow-up student questionnaire completers by using all sophomore cohort cases identified on the 1992 enrollment status variable (F2DOSTAT) as alternative completers or dropouts.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted *N*=2584 National Population Estimate, as a proportion=13.6%	NELS:88: No. of Cases in the Sample, Unweighted *N*=1446 National Population Estimate, as a proportion=10.1%

Comparison 2. Sophomore Cohort Dropouts: (Modified HS&B) Definition		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school and had not graduated from high school and had not obtained equivalency certification (e.g., the GED) at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: this definition was used in determining who was administered the NELS:88 dropout questionnaire in 1992.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout questionnaire completers except GED recipients (response 4, "Already have GED or equivalent" on FD16).	NELS:88: Include all NELS:88 dropout questionnaire completers except GED recipients (response 1, "I have a GED or other equivalent" on F2D31).
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted *N*=2282 National Population Estimate, as a proportion=11.6%	NELS:88: No. of Cases in the Sample, Unweighted *N*=967

Table 2 (cont.): Three ways to define dropouts for cross-cohort (HS&B 1982 - NELS:88 1992) comparisons

Comparison 3A. Sophomore Cohort Dropouts: Least Inclusive Definition (NELS:88 first follow-up)

Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) receiving no formal instruction and who had not graduated from high school at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: sample members who had earned a GED or other equivalency certificate are regarded as high school completers; sample members who are preparing for the GED exam or are receiving any other form of instruction are classified as students. This definition conforms to the individuals who were administered the dropout questionnaire in the NELS:88 first follow-up.	
Specifications for Operationalizing this Definition:	HS&B: The following should be subtracted out of the sample of dropout questionnaire completers: GED holders (FD16, see Comparison 2 above and those who answered yes (response 1) to FD36AA.	NELS:88: Include all NELS:88 second follow-up "dropout" category from F2DOSTAT from sophomore cohort, excluding students and alternative completers.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2162 National Population Estimate, as a proportion=10.9%	NELS:88: No. of Cases in the Sample, Unweighted N=801 National Population Estimate, as a proportion = 5.4%.

Comparison 3B. Sophomore Cohort Dropouts: Least Inclusive Definition (NELS:88 first follow-up)

Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school, had not graduated from high school, had not obtained equivalency certification, *and* was not participating in an equivalency certification program is considered a dropout.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout questionnaire completers, except GED recipients (response 4 to FD16) and participants in GED programs (response 1 to FD36AA *and* response 3 to FD36F).	NELS:88: Include all NELS:88 1992 dropout questionnaire completers who were 1990 sophomores and are not receiving alternative instruction.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2233 National Population Estimate, as a proportion=11.4%	NELS:88: No. of Cases in the Sample, Unweighted N=801 National Population Estimate, as a proportion=5.4%

release indicates who was a dropout according to school records at the time of the first follow-up survey, who was not a dropout at the time of being surveyed but nevertheless dropped out prior to the end of the term, and who stopped out, that is, attendance gaps registered in academic transcripts). On the NELS:88 high school transcript file, two variables give school-reported exit status, and thus identify dropouts: F2RTROUT, and F2REASL. Because school records contradict other sources of enrollment status, the NELS:88 student and transcript component files include a variable that forces resolution of inconsistencies among different sources of a sample member's enrollment status. This variable is F2TRSTYP.

HS&B and NELS:88 Content Overlap. Content (and format) overlap across the studies should be viewed in terms of questionnaire, cognitive test, and transcripts data.

Questionnaire Overlap. Appendix E of this user's manual summarizes questionnaire items that overlap across the two dropout cohorts. There are many topics that are covered in one study but not the others, or that are covered by questions that are substantially (or subtly) different. Nonetheless, a core of items is comparable across HS&B and NELS:88.

Some items are repeated in identical form. Others are essentially similar despite small differences in wording or response categories; analysts must exercise their own judgments about comparability in such cases. For a number of items with like question wording, dissimilar response categories were employed. In many such cases, comparability can be achieved by recoding the response categories so that they are compatible.

Cognitive Test Comparability. There are common items in the HS&B and NELS:88 mathematics tests that provide a basis for equating 1980-1990 and 1982-1992 math results. The overwhelming majority of NELS:88 dropouts have baseline test data; however, cognitive test results were collected for just less than half the dropout sample in the follow-up rounds. Follow-up test results for dropouts were much better in HS&B: 78 percent (2,034 of 2,601) of 1982 dropouts completed the cognitive test battery.[11]

Transcripts Comparability. The HS&B (1982), NAEP (1987, 1990) and NELS:88 high school transcript studies were designed to support comparisons. The HS&B and NELS:88 studies include transcripts for the dropout sample; the NAEP transcript studies do not.

Need for Caution in Comparing Data Across Cohorts. Though the studies were designed to be as comparable as possible, caution must nonetheless be exercised in comparing HS&B and NELS:88 data. Response rates differed in the surveys (though for dropouts quite comparable response rates were achieved) and the characteristics of the nonrespondents may differ somewhat across the studies as well. While nonresponse adjustments in the weights serve to compensate for nonresponse, no adjustment procedure can do so perfectly. Item response rates for questions that appear in both surveys differ as well though item nonresponse is lower in the HS&B and NELS:88 dropout questionnaires than in the student instruments.

Differences in context and question order for trend items in the questionnaires, and other factors such as differences in data collection methodology, may also influence the accuracy of intercohort

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[11] Cognitive test data (from the ASVAB/AFQT) are also available for the NLSY sample of school completers and dropouts (see Bock and Moore, 1986); HS&B dropout test results are discussed in Alexander, Natriello, and Pallas, 1985.

comparisons.[12] For example, while data collection procedures in NELS:88 were closely modelled on those of HS&B, there were some small differences which could affect dropout counts. Suppose a sample member was absent on survey day and was not then a dropout according to the twenty consecutive absences definition. Suppose that same individual met the conditions of the dropout definition at the time a second attempt was made to survey them. HS&B always considered the respondent to be the same status he or she was on the school's survey day. However, in NELS:88, if an absent-on-survey-day individual met the official dropout definition by the date of the make-up attempt, that individual was surveyed as a dropout.

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[12] The difficulty of introducing content or procedural innovations while maintaining comparability for trend measurement purposes is richly illustrated by the NAEP experience--see especially Beaton, A.E., and Zwick, R. (1990) *Disentangling the NAEP 1985-86 Reading Anomaly* for an account of an important instance in which the effects of changes in measurement seemingly were larger than the trend effects to be measured.

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Appendix E

NELS:88 Second Follow-Up Item Overlap with NELS:88 Base Year and First Follow-Up; and with HS&B

Notes:

1. For a discussion of the comparability of NELS:88 and HS&B data, see Appendix D: *Conducting Trend Analyses of HS&B and NELS:88 Sophomore Cohort Dropouts.*

2. This questionnaire content crosswalk identifies items that are similar across the 1982 and 1992 dropout surveys of HS&B and NELS:88, as well as across other NELS:88 survey instruments. The wording of these items is not always identical, nor are the response options always exactly the same. Researchers contemplating comparative analyses should check all selected items for nuances that could convey differences in meaning. In addition to examining wording changes in the items, analysts should be attentive to any differences in item format or context.

NELS:88 Dropout Data File Crosswalk

A = NELS:88 Second Follow-Up Dropout
B = NELS:88 Second Follow-Up Student
C = NELS:88 First Follow-Up Dropout
D = NELS:88 First Follow-Up Student
E = NELS:88 Base Year Student
F = HS&B Sophomore 1982 Dropout

QUESTION NUMBER						QUESTION WORDING
A	B	C	D	E	F	
5a	73	88	--	--	58	What is your marital status
5b	--	--	--	--	62A	Date of marriage to current spouse
5c	--	--	--	--	--	Is address and phone of spouse same
5d	--	--	--	--	--	Name of current or ex-spouse
5e	5a	--	110	--	35a	Today's date
5f	5b	--	--	--	--	Social Security Number
6	--	7	--	--	6	Date of last school attendance
7	--	8	5	--	7	Grade of last school attendance
8	--	9	--	--	--	Did you pass last grade
9Aa	--	6b	--	--	12f	Left school-for a job
9Ab	--	6c	--	--	12i	Left school-did not like
9Ac	--	6d	--	--	12o	Left school-trouble with teachers
9Ad	--	6e	--	--	12p	Left school-trouble with students
9Ae	--	6f	--	--	--	Left school-wanted a family
9Af	--	6g	--	--	12c	Left school-due to pregnancy
9Ag	--	6h	--	--	--	Left school-father/mother of baby
9Ah	--	6i	--	--	12e	Left school-to support family
9Ai	--	6j	--	--	12a	Left school-suspended
9Aj	--	6k	--	--	12j	Left school-unsafe
9Ak	--	6l	--	--	12k	Left school-wanted to travel
9Al	--	6m	--	--	12l	Left school-friends dropped out
9Am	--	6n	--	--	--	Left school-care for family member
9An	--	6o	--	--	12a	Left school-expelled
9Ao	--	6p	--	--	--	Left school-did not belong
9Ap	--	6q	--	--	--	Left school-couldn't keep up
9Aq	--	6r	--	--	12d	Left school-poor grades/failing
9Ar	--	6s	--	--	12b	Left school-got married
9As	--	6t	--	--	--	Left school-changed schools
9At	--	6u	--	--	--	Left school-couldn't work and study
9Au	--	--	--	--	--	Left school-drug/alcohol problem
9Av	--	--	--	--	--	Left school-other
9B	--	--	--	--	--	Description of reasons left school
10a	--	--	--	--	--	Before last left, miss school month
10b	--	--	--	--	--	First time miss school for a month
11	--	--	--	--	--	Date you returned to school
12a	--	--	--	--	--	Second time miss school for a month
12b	--	--	--	--	--	Date missed school second time
13a	--	--	--	--	--	Did you return again

A	B	C	D	E	F	QUESTION WORDING
13bM	--	--	--	--	--	Month returned to school
13bY	--	--	--	--	--	Year returned to school
14a	--	--	--	--	--	Did you attend school during '90-'91
14b	--	--	--	--	--	Number of school days missed '90-'91
15	--	10	--	--	8A	Name and location of last school
16	--	--	--	--	--	Did you attend this school '90-'91
17a	--	--	--	--	17	Was leaving school a good decision
17b	--	--	--	--	17a	Explain why or why not
18a	7a	12b	7b	59b	--	There was real school spirit
18b	7b	12e	7e	--	--	Students friends other racial groups
18c	7c	12g	7g	59f	--	Teaching was good
18d	7d	12h	7h	59g	--	Teachers interested in students
18e	7f	12n	7n	59l	--	Disruptions effected learning
18f	7e	12m	7m	59k	--	Did not feel safe at school
18g	7g	--	--	--	--	Fights occurred between racial groups
18h	7h	--	--	--	--	There were many gangs in school
19a	9a	15a	10a	77	--	Late for school
19b	9b	15b	10b	76	--	Cut or skipped classes
19c	9c	--	--	75	--	Missed a day of school
19d	9d	15c	10c	--	--	Trouble for not obeying rules
19e	9e	15d	10d	--	--	Put on in-school suspension
19f	9f	15e	10e	--	--	Suspended or put on probation
19g	9g	15f	10f	--	--	Transferred for disciplinary reasons
19h	9h	15g	10g	--	--	Arrested
19i	9i	15h	--	--	--	Spent time in juvenile detention
20	12a	16	20	49	9	High school program description
21a	--	29b	--	--	--	School offered to send to other school
21b	--	29c	--	--	--	School offered a special program
21c	--	29d	--	--	--	School offered special tutoring
21d	--	29e	--	--	--	School offered help on missed work
21e	--	29f	--	--	--	School offered help with personal problems
21f	--	29g	--	--	--	School offered return with certain GPA
21g	--	29h	--	--	--	School offered return if no more skipping
21h	--	29i	--	--	--	School offered return if obey rules
21i	--	29j	--	--	--	School tried to talk into staying
21j	--	29k	--	--	--	School told me I couldn't come back
21k	--	29l	--	--	--	School expelled or suspended me
21l	--	--	--	--	--	School called or visited home
22a	--	30a	--	--	--	Parents offered to send to other school
22b	--	30b	--	--	--	Parents offered a special program
22c	--	30c	--	--	--	Parents offered special tutoring
22d	--	30d	--	--	--	Parents offered help on missed work
22e	--	30e	--	--	--	Parents offered help with personal problems
22f	--	30f	--	--	--	Parents tried to talk into staying
22g	--	30g	--	--	--	Parents told me it was "OK" to leave school
22h	--	30h	--	--	--	Parents told me they were upset
22i	--	30j	--	--	--	Parents punished me for leaving

A	B	C	D	E	F	QUESTION WORDING
22j	--	30k	--	--	--	Parents told me it was my decision
22k	--	--	--	--	--	Parents called principal/teacher
22l	--	--	--	--	--	Parents called school counselor
22m	--	--	--	--	--	Parents offered outside counseling
23	--	--	--	--	38	Since dropping out, enrolled other
24a	--	27a	--	--	--	Past 2 yrs-check alternative school
24b	--	27b	--	--	--	Past 2 yrs-saw a counselor
24c	--	27c	--	--	--	Past 2 yrs-went to youth center
24d	--	27d	--	--	--	Past 2 yrs-went to family counseling
24e	--	27e	--	--	--	Past 2 yrs-work for religious group
24f	--	27j	--	--	--	Past 2 yrs-in drug rehabilitation
24g	--	27k	--	--	--	Past 2 yrs-alcohol rehabilitation
24h	--	27l	--	--	--	Past 2 yrs-failed competency test
24i	--	27m	--	--	--	Past 2 yrs-held back a grade
24j	--	--	--	--	--	Past 2 yrs-failed a course in school
25	--	--	--	--	--	Participation in alternative program
26a	--	--	--	--	--	Date of most recent alternative
26b	--	--	--	--	--	Currently enrolled in alternative
26c	--	--	--	--	--	Date left most recent alternative
27a	--	--	--	--	--	Parents referred to alternative
27b	--	--	--	--	--	Sibling referred to alternative
27c	--	--	--	--	--	Teacher referred to alternative
27d	--	--	--	--	--	Principal referred to alternative
27e	--	--	--	--	--	Counselor referred to alternative
27f	--	--	--	--	--	Friend referred to alternative
27g	--	--	--	--	--	Relative referred to alternative
27h	--	--	--	--	--	Priest referred to alternative
27i	--	--	--	--	--	Social worker referred
27j	--	--	--	--	--	Adult friend referred
27k	--	--	--	--	--	Self referred
27l	--	--	--	--	--	Chose the program alone
28	--	--	--	--	--	Why entered alternative program
29a	--	--	--	--	--	At program - special instruction
29b	--	--	--	--	--	At program - tutored by teachers
29c	--	--	--	--	--	At program - tutored by students
29d	--	--	--	--	--	At program - awards for attendance
29e	--	--	--	--	--	At program - counseling
29f	--	--	--	--	--	At program - job placement help
29g	--	--	--	--	--	At program - health care
29h	--	--	--	--	--	At program - childcare facilities
30	--	--	--	--	--	# alternative programs been in
31	--	11	--	--	16	Plans for GED, diploma or equal
32	--	--	--	--	--	Date received GED or equal
33a	--	--	--	--	--	Taking a class for GED exam
33Ba	--	--	--	--	16	Plan to go back to school
33Bb	--	--	--	--	--	Plan to take class for GED
34	--	--	--	--	--	Date of expected diploma or equal

A	B	C	D	E	F	QUESTION WORDING
35a	33a	34b	44b	--	--	How often - use computers
35b	33b	34c	44c	--	--	How often - work on hobbies
35c	33c	34p	44o	--	--	How often - do religious activities
35d	33d	34g	44g	--	--	How often - youth group activities
35e	33e	34h	44h	--	--	How often - volunteer service
35f	33f	34i	44i	--	74d	How often - drive with friends
35g	33g	34j	44j	--	74a	How often - talk with friends
35h	33h	34k	44k	--	74f	How often - do things with parents
35i	33i	34l	44l	--	--	How often - do things with adults
35j	33j	34m	44m	--	--	How often - take classes
35k	33k	34n	44n	--	--	How often - take sports lessons
35l	33l	34f	44f	--	--	How often - participate in sports
36a	40a	36a	46a	--	82a	Importance of success at work
36b	40b	36b	46b	--	82b	Importance of marriage\family
36c	40c	36c	46c	--	82c	Importance of lots of money
36d	40d	36d	46d	--	82d	Importance of strong friendships
36e	40e	36e	46e	--	82e	Importance of steady work
36f	40f	36f	46e	--	82f	Importance of helping community
36g	40g	36g	46g	--	82g	Importance of children better off
36h	40h	36h	46h	--	82h	Importance of living near relatives
36i	40i	36i	46i	--	82i	Importance of leaving community
36j	40j	36j	46j	--	82j	Importance of fixing inequalities
36k	40k	36k	46k	--	82k	Importance of having children
36l	40l	36l	46l	--	82l	Importance of leisure time
36m	40m	36m	46m	--	--	Importance of leaving parents
36n	40n	--	--	--	--	Importance of being an expert
36o	40o	--	--	--	--	Importance of good education
37A	42a	37a	48a	48a	41	Education level father wants
37B	42b	37b	48b	48b	41	Education level mother wants
38	43	38	49	45	40	Education level expected
39a	--	28a	--	--	--	Parents talked about education
39b	--	28b	--	--	--	Sibling talked about education
39c	--	28d	--	--	--	Teacher talked about education
39d	--	28e	--	--	--	Principal talked about education
39e	--	28f	--	--	--	Counselor talked about education
39f	--	28c	--	--	--	Friend talked about education
39g	--	28g	--	--	--	Relative talked about education
39h	--	28h	--	--	--	Priest talked about education
39i	--	28i	--	--	--	Social worker talked about education
39j	--	28j	--	--	--	Adult friend talked about education
40A	64B	39	53b	52	45	Expected job when 30
40B	47	--	--	--	--	Have skills now for job 5 yrs from now
40C	65	40	--	--	--	Expected education needed job at 30
41	--	80	--	--	23	Looking for a job last week
42a	--	81b1	--	--	23Ab1	To find job-state agency
42b	--	81b2	--	--	23Ab2	To find job-private agency
42c	--	81b3	--	--	23Ab3	To find job-military recruiter

A	B	C	D	E	F	QUESTION WORDING
42d	--	81b4	--	--	23Ab4	To find job-employer contact
42e	--	81b5	--	--	23Ab5	To find job-checked with friends
42f	--	81b6	--	--	23Ac	To find job-placed ads in paper
42g	--	81b7	--	--	23Ad	To find job-looked in newspaper
42h	--	81b8	--	--	23Ae	To find job-school employment office
42i	--	--	--	--	--	To find job-college job office
42j	--	81b9	--	--	23Af	To find job-other
43	--	--	--	--	--	Reason not looking for job last week
44a	--	--	--	--	35	# of jobs since left high school
44b	--	--	--	--	34	Each month worked since dropping out
45A	--	76	87	--	27	Description of current/recent job
45B	--	--	--	--	35E1	Kind of job or occupation
45C	--	--	--	--	35E2	Kind of industry/business job in
45D	--	--	--	--	35E3	Main activities/duties
45e	87	--	--	--	35E5	Month and year started job
45f	--	73	84	--	--	Do you currently have job
45g	--	--	--	--	35E6	Month and year left job
45h	--	--	--	--	35E11	Reason left job
45i	--	--	--	--	35E12	Looking for work after left job
45j	--	77	88	--	35E7	Hourly earnings when started job
45k	91	--	88	--	35E8	Hourly earnings when left job
45l	88	74	85	53	35E9	Average hours of work per week
45m	--	--	--	--	35E10	How found most recent job
45n	--	--	--	--	35E1	Description of job position
45Oa	--	--	--	--	--	Learned job skills in high school
45Ob	--	--	--	--	--	Learned job skills at trade school
45Oc	--	--	--	--	--	Learned job skills through program
45Od	--	--	--	--	--	Learned job skills at college
45Oe	--	--	--	--	--	Learned job skills in military
45Of	--	--	--	--	--	Learned job skills from co-worker
45Og	--	--	--	--	--	Learned job skills by myself
45Oh	--	--	--	--	--	Learned job skills from union
45Oi	--	--	--	--	--	Learned job skills from employer
45Oj	--	--	--	--	--	Learned job skills at other job
45Ok	--	--	--	--	--	Learned job skills other way
45p	--	--	--	--	--	Other jobs since left school
46a	--	--	--	--	35A1	First job after high school
46b	--	--	--	--	35A5	Month and year started job
46c	--	--	--	--	35A6	Month and year left job
46d	--	--	--	--	35A11	Reason for leaving
46e	--	--	--	--	35A7	Looking for a job after left it
46f	--	--	--	--	35A8	Earnings per hour when started
46g	--	--	--	--	35A9	Earnings per hour when left job
46h	88	--	--	--	35A10	Average hours worked per week
46i	--	--	--	--	35A12	How found the job
46j	--	--	--	--	35A1	Description of job position
46Ka	--	--	--	--	--	Learned job skills in high school

A	B	C	D	E	F	QUESTION WORDING
46Kb	--	--	--	--	--	Learned job skills in high school
46Kc	--	--	--	--	--	Learned job skills at trade school
46Kd	--	--	--	--	--	Learned job skills at college
46Ke	--	--	--	--	--	Learned job skills in military
46Kf	--	--	--	--	--	Learned job skills from co-worker
46Kg	--	--	--	--	--	Learned job skills by myself
46Kh	--	--	--	--	--	Learned job skills from union
46Ki	--	--	--	--	--	Learned job skills from employer
46Kj	--	--	--	--	--	Learned job skills at other job
46Kk	--	--	--	--	--	Learned job skills other way
47a	92a	--	--	--	33b	Money spent on clothes or other
47b	92b	79c	--	--	33b	Money spent to go out
47c	92c	79d	--	--	33c	Money spent for gas and car
47d	92d	79a	--	--	33a	Money spent on rent
47e	92e	79a	--	--	33a	Money spent on food
47f	92f	79e	--	--	33d	Money spent for future schooling
47g	92g	--	--	--	--	Money spent on alcoholic beverages
47h	92h	--	--	--	--	Money spent on illegal drugs
48a	--	--	--	--	36Ad	Apprenticeship participation
48b	--	--	--	--	--	Month and year of apprenticeship
49a	--	--	--	--	36Ah	Participation in govt. training
49b	--	--	--	--	--	Month and year program completed
50a	--	--	--	--	36Aj	Taken courses by mail or television
50b	--	--	--	--	--	Month and year began courses by mail
51a	48a	--	--	--	44	Service in the armed forces
51b	48a	82	--	--	43	Tried to enlist in armed forces
52a	48b	--	--	--	44A	Branch of the armed forces
52b	--	--	--	--	44B	Month and year active duty began
53a	--	--	--	--	44C	Specialized schooling in military
54a	--	--	--	--	44Ga	Took military class for GED prep
54b	--	--	--	--	44Gb	Took military class for college test
54c	--	--	--	--	44Gc	Took military class college credit
55a	--	--	--	--	44H	Currently on active duty
55b	--	--	--	--	--	Month and year left military
56a	48c1	--	--	--	--	Joined military to serve country
56b	48c2	--	--	--	--	Joined military as a job
56c	48c3	--	--	--	--	Joined military for training
56d	48c4	--	--	--	--	Joined military for education money
56e	48c5	--	--	--	--	Joined military for other reason
57a	66a	46a	62a	44a	77a	I feel good about myself
57b	66b	46b	62b	44b	--	I don't have control of my life
57c	66c	46c	62c	44c	77b	Luck more important than hard work
57d	66d	46d	62d	44d	77c	I am a person of worth
57e	66e	46e	62e	44e	77d	I do things as well as others
57f	66f	46f	62f	44f	77e	I am stopped trying to get ahead
57g	66g	46g	62g	44g	77f	My plans hardly ever work out
57h	66h	46h	62h	44h	77h	I am satisfied with myself

A	B	C	D	E	F	QUESTION WORDING
57i	66i	46i	62i	44i	--	I feel useless at times
57j	66j	46j	62j	44j	77j	At times, I think I am no good
57k	66k	46k	62k	44k	77k	I can make my plans work
57l	66l	46l	62l	44l	77l	I feel I do not have much to be proud of
57m	66m	46m	62m	44m	--	Chance and luck important in my life
58a	67a	48a	64a	46	--	Chances will graduate high school
58b	67b	48b	64b	--	--	Chance will go to college
58c	67c	48c	64c	--	--	Chance will have job that pays well
58d	67d	48d	64d	--	--	Chance will own your own home
58e	67e	48e	64e	--	--	Chance will have enjoyable job
58f	67f	48f	64f	--	--	Chance will have happy family life
58g	67g	48g	64g	--	--	Chance will stay in good health
58h	67h	48h	64h	--	--	Chance will live wherever you want
58i	67i	48i	64i	--	--	Chance community will respect you
58j	67j	48j	64j	--	--	Chance will have friends to count on
58k	67k	48k	64k	--	--	Chance life better than parents
58l	67l	48l	64l	--	--	Chance children have better life
59a	69a	52	--	--	--	# of friends dropped out
59b	69b	--	--	--	--	# of friends no plans for college
59c	69c	--	--	--	--	# of friends plan to work full-time
59d	69d	--	--	--	--	# of friends to attend 2 year school
59e	69e	--	--	--	--	# of friends to attend 4 year school
60a	68a	53a	70a	--	--	Important to friends to attend class
60b	68b	53b	70b	--	--	Important to friends to study
60c	68c	53c	70c	--	--	Important to friends to play sports
60d	68d	53d	70d	--	--	Important to friends good grades
60e	68e	53e	70e	--	--	Important to friends to be popular
60f	68f	53f	70f	--	--	Important to friends to finish HS
60g	68g	53g	70g	--	--	Important to friends to go steady
60h	68h	53i	70i	--	--	Important to friends more schooling
60i	68i	53j	70j	--	--	Important to friends of religious activity
60j	68j	53k	70k	--	--	Important to friends to volunteer
60k	68k	53l	70l	--	--	Important to friends to have regular job
60l	68l	--	--	--	--	Important to friends to get together
60m	68m	53h	70h	--	--	Important to friends to party
60n	68n	--	--	--	--	Important to friends to have sex
60o	68o	--	--	--	--	Important to friends to use drugs
60p	68p	--	--	--	--	Important to friends to drink
60q	68q	--	--	--	--	Important to friends to make money
61a	70	56	--	--	--	# of friends in a gang
61b	71	57	--	--	--	Do you belong to a gang
62a	72a	--	--	--	71a	Age expected to marry
62b	72b	--	--	--	71b	Age expected to have first child
62c	72c	--	--	--	71c	Age expected to start first job
62d	72d	--	--	--	71d	Age expected to have own apartment
62e	72e	--	--	--	71e	Age expected to finish education
63	--	--	--	--	--	Current spouse left before graduate

A	B	C	D	E	F	QUESTION WORDING
64	74	61	74	--	--	Importance of marriage to having sex
65	75	62	75	--	--	Consider child if not married
66	76	63	76	--	64	Do you have children of your own
67a	77	63AY	--	--	65A	Month and year of young child birth
67b	--	63AO	--	--	65A	Month and year of old child birth
68a	78a	65g	--	--	--	Time you spend on young child care
68b	78b	65a	--	--	--	Time other parent spends child care
68c	78c	65b	--	--	--	Time grandparent spends child care
68d	78d	65c	--	--	--	Time relative spends on child care
68e	78e	65d	--	--	--	Time friend spends on child care
68f	78f	65e	--	--	--	Time neighbor spends on child care
68g	78g	65f	--	--	--	Time day care spends on child care
68h	78h	65f	--	--	--	Time babysitter spends on child care
69	79	64	--	--	--	Relation with mother\father of child
70	80	66	77	43	79	# of cigarettes smoked per day
71a	81a	67a	78a	--	--	Lifetime # of alcoholic beverages
71b	81b	67b	78b	--	--	Last 12 months # of alcoholic drinks
71c	81c	67c	78c	--	80	Last 30 days # of alcoholic drinks
72	82	68	79	--	81	5 drinks or more in a row last 2 wks
73a	83a	69Aa	80Aa	--	78a	Lifetime # occasions of pot\hash use
73b	83b	69Ab	80Ab	--	78b	Last 12 months # of uses pot\hash
73c	83c	69Ac	80Ac	--	78c	Last 30 days # of uses pot\hash
74a	84a	69Ba	80Ba	--	--	Lifetime # of times cocaine used
74b	84b	69Bb	80Bb	--	--	Last 12 months # times cocaine used
74c	84c	69Bc	80Bc	--	--	Last 30 days # of times cocaine use
75a	85a	--	--	--	--	# of times used alcohol at school
75b	85b	--	--	--	--	# of times used pot\hash at school
75c	85c	--	--	--	--	# of times used cocaine at school
76Aa	--	86a	92a	8a	--	Father lives in same household
76Ab	--	86b	92b	8b	--	Stepfather lives in same household
76Ac	--	86c	92c	8b	--	Other adult male lives in same house
76Ad	--	86d	92d	8c	--	Mother lives in same household
76Ae	--	86e	92e	8d	--	Stepmother lives in same household
76Af	--	86f	92f	8d	--	Other adult female in same house
76Ag	--	86g	92g	--	--	Spouse lives in same household
76Ah	--	86h	92h	--	--	Boyfriend/girlfriend in same house
76Ba	--	87a	93a	8e	--	# of brothers in same house
76Bb	--	87b	93b	8f	--	# of sisters in same house
76Bc	--	86i	92i	--	--	# of your children in same house
76Bd	--	87c	93c	8g	--	# of grandparents in same house
76Be	--	87d	93d	8h	--	# of relatives (<18) in same house
76Bf	--	87e	93e	8h	--	# of relatives (>18) in same house
76Bg	--	87f	93f	8i	--	# of non-relatives (<18) same house
76Bh	--	87g	93g	8i	--	# of non-relatives (>18) same house
77	93	90	95	--	--	You babysit for own child or others
78	94	91	96	--	--	Hours responsible for child care
79	95	92	97	--	--	# school days missed for child care

A	B	C	D	E	F	QUESTION WORDING
80a	96a	94a	99a	--	--	Last two years-family moved
80b	96b	94b	99b	--	--	Last two years-parents divorced
80c	96c	94c	99b	--	--	Last two years-parents re\married
80d	96d	94d,e	99d,e	--	--	Last 2 years-parent lost job
80e	96e	94f,g	99f,g	--	--	Last 2 years-parent started work
80f	96f	--	--	--	--	Last 2 years-parent got better job
80g	96g	94h	99h	--	--	Last 2 years-you were seriously ill
80h	96h	94i,j	99i,j	--	--	Last 2 years-parent died
80i	96i	94k	99k	--	--	Last 2 years-relative died
80j	96j	94l	99l	--	--	Last 2 yrs-unmarried sister pregnant
80k	96k	94m	99m	--	--	Last 2 years-sibling dropped out
80l	96l	94n	99n	--	--	Last 2 years-family on welfare
80m	96m	94o	99o	--	--	Last 2 years family off welfare
80n	96n	94q	99q	--	--	Last 2 years-family member ill
80o	96o	--	--	--	--	Last 2 years-family member use drugs
80p	96p	--	--	--	--	Last 2 yrs-family member drug rehab
80q	96q	--	--	--	--	Last 2 yrs-family member crime victim
81a	98a	98a	104a	--	--	Decision maker-how late stay out
81b	98b	--	--	--	--	Decision maker-car use
81c	98c	98c	104d	--	--	Decision maker-have a job or not
81d	98d	98e	104f	--	--	Decision maker-how spend money
81e	98e	--	--	--	--	Decision maker-drink alcohol at home
81f	98f	--	--	--	--	Decision maker-drink at parties
81g	98g	--	--	--	--	Decision maker-punish for drug use
81h	98h	--	104j	--	--	Decision maker-further schooling
82a	100a	99a	108a	39a	--	Parents trust without checking up
82b	100b	99b	108b	39b	--	Don't know why listen to parents
82c	100c	99c	108c	39c	--	Parents solve problems for me
82d	100d	99d	108d	--	--	I will be pride source for parents
82e	100e	99e	108e	--	--	My parents get along
82f	100f	99f	108f	--	--	When I have a family, be like mine
83	101	100	109	--	--	Last 2 years-run away from home
84	104	101	--	--	--	Age first left alone at home
85	102	--	--	--	--	# of times moved since 01/01/88
86	103	--	--	--	--	# of school changes since 01/01/88
87	105	72	83	--	--	Are you a religious person
88	106	71	82	--	--	Past year-attend religious service
89	107	42A	54	18	--	English native language
90a	108a	43a	--	26a	--	Use of native language with mother
90b	108b	43b	--	26c	--	Use of native language with father
90c	108c	43c	--	26g	--	Use of native language with siblings
90d	108d	43d	--	26h	--	Use of native language with friends
90e	108e	--	--	--	--	Use of native language with spouse
91a	109a	44a	57a	27a	--	How well understand spoken English
91b	109b	44b	57b	27b	--	How well speak English
91c	109c	44c	57c	27c	--	How well read English
91d	109d	44d	57d	27d	--	How well write English

A	B	C	D	E	F	QUESTION WORDING
92a	110a	45	58	29	--	In school, special help with english
92Ba	110Ba	--	59a	--	--	One-to-one special help
92Bb	110Bb	--	59b	--	--	Small group special help
92Bc	110Bc	--	59c	--	--	Large group special help
92Bd	110Bd	--	59d	--	--	English as a second language
92Be	110Be	--	59e	--	--	Bilingual education
92Ca	110Ca	--	61a	--	--	Understand english better from help
92Cb	110Cb	--	61b	--	--	Speak english better due to help
92Cc	110Cc	--	61c	--	--	Read english better due to help
92Cd	110Cd	--	61d	--	--	Write english better due to help
93	--	--	--	--	--	Stay in school if english better
94a	113a	--	--	--	--	English was problem for good grades
94b	113b	--	--	--	--	English was problem for job
94c	113c	--	--	--	--	English was problem for better pay
94d	113d	--	--	--	--	English problem to apply for college
94e	113e	--	--	--	--	English problem to apply for jr coll
94f	113f	--	--	--	--	English problem to apply tech school
94g	113g	--	--	--	--	English problem accept 4 yr school
94h	113h	--	--	--	--	English problem accept 2 yr school
94i	113i	--	--	--	--	English problem accept tech school
94j	113j	--	--	--	--	English problem college grades
94k	113k	--	--	--	--	English problem tech grades

Appendix F

Public Use Record Layout for the NELS:88

Second Follow-Up Dropout Data Tape

NELS:88 Second Follow-Up Public Use Dropout Data File Record Layout (Magnetic Tape Version)

The original EBCDIC files delivered on magnetic tape have the following structure (where LRECL = logical record layout and BLKSIZE = blocking factor):

raw data: LRECL = 746, BLKSIZE = 32078
SAS and SPSS-X cards: LRECL = 80, BLKSIZE = 32720

VARIABLE NAME	POSITION
STU_ID	1-7
F2D5A	8-9
F2D5BM	10-11
F2D5BY	12-13
F2D5EM	14-15
F2D6M	16-17
F2D6Y	18-19
F2D7	20-21
F2D8	22-22
F2D9AA	23-23
F2D9AB	24-24
F2D9AC	25-25
F2D9AD	26-26
F2D9AE	27-27
F2D9AF	28-28
F2D9AG	29-29
F2D9AH	30-30
F2D9AI	31-31
F2D9AJ	32-32
F2D9AK	33-33
F2D9AL	34-34
F2D9AM	35-35
F2D9AN	36-36
F2D9AO	37-37
F2D9AP	38-38
F2D9AQ	39-39
F2D9AR	40-40
F2D9AS	41-41
F2D9AT	42-42
F2D9AU	43-43
F2D9AV	44-44
F2D9A_O	45-45
F2D9B	46-46
F2D10A	47-47
F2D10BM	48-49

F2D10BY	50-51
F2D11M	52-53
F2D11Y	54-55
F2D12A	56-56
F2D12BM	57-58
F2D12BY	59-60
F2D13A	61-61
F2D13BM	62-63
F2D13BY	64-65
F2D14A	66-66
F2D14B	67-69
F2D15	70-70
F2D16	71-71
F2D17A	72-72
F2D17B	73-73
F2D18A	74-74
F2D18B	75-75
F2D18C	76-76
F2D18D	77-77
F2D18E	78-78
F2D18F	79-79
F2D18G	80-80
F2D18H	81-81
F2D19A	82-83
F2D19B	84-85
F2D19C	86-87
F2D19D	88-89
F2D19E	90-91
F2D19F	92-93
F2D19G	94-95
F2D19H	96-97
F2D19I	98-99
F2D20	100-101
F2D21A	102-102
F2D21B	103-103
F2D21C	104-104
F2D21D	105-105
F2D21E	106-106
F2D21F	107-107
F2D21G	108-108
F2D21H	109-109
F2D21I	110-110
F2D21J	111-111
F2D21K	112-112
F2D21L	113-113
F2D22A	114-114
F2D22B	115-115
F2D22C	116-116
F2D22D	117-117

F2D22E	118-118
F2D22F	119-119
F2D22G	120-120
F2D22H	121-121
F2D22I	122-122
F2D22J	123-123
F2D22K	124-124
F2D22L	125-125
F2D22M	126-126
F2D23A	127-127
F2D23B	128-128
F2D23C	129-129
F2D23D	130-130
F2D23E	131-131
F2D24A	132-132
F2D24B	133-133
F2D24C	134-134
F2D24D	135-135
F2D24E	136-136
F2D24F	137-137
F2D24G	138-138
F2D24H	139-139
F2D24I	140-140
F2D24J	141-141
F2D25	142-142
F2D26AM	143-144
F2D26AY	145-146
F2D26B	147-147
F2D26CM	148-149
F2D26CY	150-151
F2D27A	152-152
F2D27B	153-153
F2D27C	154-154
F2D27D	155-155
F2D27E	156-156
F2D27F	157-157
F2D27G	158-158
F2D27H	159-159
F2D27I	160-160
F2D27J	161-161
F2D27K	162-162
F2D28	163-163
F2D29A	164-164
F2D29B	165-165
F2D29C	166-166
F2D29D	167-167
F2D29E	168-168
F2D29F	169-169
F2D29G	170-170

F2D29H	171-171
F2D29I	172-172
F2D30	173-173
F2D31	174-174
F2D32M	175-176
F2D32Y	177-178
F2D33A	179-179
F2D33BA	180-180
F2D33BB	181-181
F2D34M	182-183
F2D34Y	184-186
F2D34A	187-187
F2D35A	188-188
F2D35B	189-189
F2D35C	190-190
F2D35D	191-191
F2D35E	192-192
F2D35F	193-193
F2D35G	194-194
F2D35H	195-195
F2D35I	196-196
F2D35J	197-197
F2D35K	198-198
F2D35L	199-199
F2D36A	200-200
F2D36B	201-201
F2D36C	202-202
F2D36D	203-203
F2D36E	204-204
F2D36F	205-205
F2D36G	206-206
F2D36H	207-207
F2D36I	208-208
F2D36J	209-209
F2D36K	210-210
F2D36L	211-211
F2D36M	212-212
F2D36N	213-213
F2D36O	214-214
F2D37A	215-216
F2D37B	217-218
F2D38	219-220
F2D39A	221-221
F2D39B	222-222
F2D39C	223-223
F2D39D	224-224
F2D39E	225-225
F2D39F	226-226
F2D39G	227-227

F2D39H	228-228
F2D39I	229-229
F2D39J	230-230
F2D40A	231-232
F2D40B	233-233
F2D40C	234-235
F2D41	236-236
F2D42A	237-237
F2D42B	238-238
F2D42C	239-239
F2D42D	240-240
F2D42E	241-241
F2D42F	242-242
F2D42G	243-243
F2D42H	244-244
F2D42I	245-245
F2D42J	246-246
F2D43	247-248
F2D43_O	249-249
F2D44A	250-251
F2D44B1A	252-252
F2D44B1B	253-253
F2D44B1C	254-254
F2D44B1D	255-255
F2D44B1E	256-256
F2D44B1F	257-257
F2D44B1G	258-258
F2D44B2A	259-259
F2D44B2B	260-260
F2D44B2C	261-261
F2D44B2D	262-262
F2D44B2E	263-263
F2D44B2F	264-264
F2D44B2G	265-265
F2D44B2H	266-266
F2D44B2I	267-267
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F2D44B2K	269-269
F2D44B2L	270-270
F2D44B3A	271-271
F2D44B3B	272-272
F2D44B3C	273-273
F2D44B3D	274-274
F2D44B3E	275-275
F2D45A	276-277
F2D45A_O	278-278
F2D45B	279-279
F2D45C	280-280
F2D45D	281-281

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F2D45EY	284-285
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F2D45N	306-307
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F2D45OB	309-309
F2D45OC	310-310
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F2D45OG	314-314
F2D45OH	315-315
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F2D45OJ	317-317
F2D45OK	318-318
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F2D46BM	324-325
F2D46BY	326-327
F2D46CM	328-329
F2D46CY	330-331
F2D46D	332-333
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F2D48BY	372-373
F2D48BA	374-374
F2D49A	375-375
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F2D49BA	380-380
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F2D50BY	384-385
F2D51A	386-386
F2D51B	387-387
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F2D52BY	391-392
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F2D66	466-466

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F2D67OY	473-474
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F2D73A	492-492
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F2D76BB	511-512
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F2D76BG	521-522
F2D76BH	523-524
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F2D81F	551-551
F2D81G	552-552
F2D81H	553-553
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F2D82B	556-557
F2D82C	558-559
F2D82D	560-561
F2D82E	562-563
F2D82F	564-565
F2D83	566-566
F2D84A	567-568
F2D84B	569-569
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F2D86	571-571
F2D87	572-572
F2D88	573-574
F2D89	575-575
F2D90A	576-576
F2D90B	577-577
F2D90C	578-578
F2D90D	579-579
F2D90E	580-580
F2D91A	581-581
F2D91B	582-582
F2D91C	583-583
F2D91D	584-584
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F2D92BB	587-587
F2D92BC	588-588

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F2D92CB	592-592	
F2D92CC	593-593	
F2D92CD	594-594	
F2D93	595-595	
F2D94A	596-596	
F2D94B	597-597	
F2D94C	598-598	
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F2D94H	603-603	
F2D94I	604-604	
F2D94J	605-605	
F2D94K	606-606	
F2QWT	607-616	4*
F2PNLWT	617-626	4*
F2F1PNWT	627-636	4*
F2BYQFLG	637-637	
F2F1QFLG	638-638	
F2QFLG	639-639	
F2TXFLG	640-640	
F2NSSFLG	641-641	
F2BYF1PN	642-642	
F2F1PNFL	643-643	
F2PNLFLG	644-644	
G8COHORT	645-645	
G10COHRT	646-646	
G12COHRT	647-647	
F2STAT	648-649	
F2DOSTAT	650-650	
F2SEQFLG	651-651	
F2SMPFLG	652-652	
F2SEX	653-653	
F2RACE1	654-654	
F2SES1	655-659	3*
F2SES1Q	660-660	
F2N2	661-661	
F2N4	662-663	
F2N5	664-665	
F2N6	666-667	
F2N7	668-669	
F2N8A	670-671	
F2N8B	672-673	
F2N9A	674-675	
F2N9B	676-677	

F2N10A	678-679
F2N10B	680-681
F2N11	682-682
F2N12A	683-683
F2N12B	684-684
F2N12C	685-685
F2N12D	686-686
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F2N12F	688-688
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F2N12H	690-690
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F2N12J	692-692
F2N12K	693-693
F2N12L	694-694
F2N12M	695-695
F2N12N	696-696
F2N12O	697-697
F2N12P	698-698
F2N13A	699-699
F2N13B	700-700
F2N14A	701-701
F2N14B	702-702
F2N15A	703-703
F2N15B	704-704
F2N16	705-705
F2N16A	706-706
F2N16B	707-707
F2N16C	708-708
F2N16D	709-709
F2N16E	710-710
F2N16F	711-711
F2N16G	712-712
F2N16H	713-713
F2N16I	714-714
F2N16J	715-715
F2N16K	716-716
F2N16L	717-717
F2N16M	718-718
F2N17	719-719
F2N18	720-721
F2N19	722-722
F2N20	723-724
F2N21A	725-725
F2N21B	726-726
F2N21C	727-727
F2N21D	728-728
F2N22	729-730
F2UNIV1	731-734

F2UNIV2A	735-735
F2UNIV2B	736-736
F2UNIV2C	737-738
F2UNIV2D	739-740

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

NELS:88 First Follow-Up Public Use Dropout Data File Record Layout (Magnetic Tape Version)

VARIABLE NAME	POSITION
STU_ID	1-7
F1D5	8-8
F1D6A	9-9
F1D6B	10-10
F1D6C	11-11
F1D6D	12-12
F1D6E	13-13
F1D6F	14-14
F1D6G	15-15
F1D6H	16-16
F1D6I	17-17
F1D6J	18-18
F1D6K	19-19
F1D6L	20-20
F1D6M	21-21
F1D6N	22-22
F1D6O	23-23
F1D6P	24-24
F1D6Q	25-25
F1D6R	26-26
F1D6S	27-27
F1D6T	28-28
F1D6U	29-29
F1D7MNTH	30-31
F1D7YEAR	32-32
F1D8	33-33
F1D9	34-34
F1D11	35-35
F1D12A	36-36
F1D12B	37-37
F1D12C	38-38
F1D12D	39-39
F1D12E	40-40
F1D12F	41-41
F1D12G	42-42
F1D12H	43-43
F1D12I	44-44
F1D12J	45-45
F1D12K	46-46
F1D12L	47-47
F1D12M	48-48
F1D12N	49-49
F1D12O	50-50

F1D13A	51-51
F1D13B	52-52
F1D13C	53-53
F1D13D	54-54
F1D14A	55-55
F1D14B	56-56
F1D14C	57-57
F1D14D	58-58
F1D14E	59-59
F1D14F	60-60
F1D14G	61-61
F1D14H	62-62
F1D14I	63-63
F1D14J	64-64
F1D14K	65-65
F1D14L	66-66
F1D14M	67-67
F1D14N	68-68
F1D14O	69-69
F1D14P	70-70
F1D14Q	71-71
F1D14R	72-72
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F1D15B	74-74
F1D15C	75-75
F1D15D	76-76
F1D15E	77-77
F1D15F	78-78
F1D15G	79-79
F1D15H	80-80
F1D16	81-82
F1D17A	83-83
F1D17B	84-84
F1D17C	85-85
F1D17D	86-86
F1D17E	87-87
F1D17F	88-88
F1D17G	89-89
F1D17H	90-90
F1D17I	91-91
F1D17J	92-92
F1D17K	93-93
F1D17L	94-94
F1D17M	95-95
F1D18A	96-97
F1D18B	98-99
F1D18C	100-101
F1D18D	102-103
F1D19	104-105

F1D20	106-107
F1D21A	108-108
F1D21B	109-109
F1D21C	110-110
F1D21D	111-111
F1D21E	112-112
F1D22	113-114
F1D23	115-116
F1D24A	117-117
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F1D25D	125-125
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F1D27J	139-139
F1D27K	140-140
F1D27L	141-141
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F1D28B	144-144
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F1D28D	146-146
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F1D28H	150-150
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F1D28J	152-152
F1D28K	153-153
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F1D29B	155-155
F1D29C	156-156
F1D29D	157-157

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F1D42BD	263-263

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F1D69BC	417-417	
F1D70	418-419	
F1D71	420-421	
F1D72	422-422	
F1D73	423-423	
F1D74	424-424	
F1D75	425-426	
F1D76	427-428	
F1D77	429-430	
F1D78	431-436	2*
F1D79A	437-437	
F1D79B	438-438	
F1D79C	439-439	
F1D79D	440-440	
F1D79E	441-441	
F1D80	442-442	
F1D81A	443-443	
F1D81B1	444-444	
F1D81B2	445-445	
F1D81B3	446-446	
F1D81B4	447-447	
F1D81B5	448-448	
F1D81B6	449-449	
F1D81B7	450-450	

F1D81B8	451-451
F1D81B9	452-452
F1D82	453-453
F1D83	454-454
F1D84BRO	455-456
F1D84SIS	457-458
F1D85BRO	459-460
F1D85SIS	461-462
F1D86A	463-463
F1D86B	464-464
F1D86C	465-465
F1D86D	466-466
F1D86E	467-467
F1D86F	468-468
F1D86G	469-469
F1D86H	470-470
F1D86I	471-471
F1D87A	472-473
F1D87B	474-475
F1D87C	476-477
F1D87D	478-479
F1D87E	480-481
F1D87F	482-483
F1D87G	484-485
F1D88	486-486
F1D89	487-487
F1D90	488-488
F1D91	489-490
F1D92	491-491
F1D93A	492-492
F1D93B	493-493
F1D93C	494-494
F1D93D	495-495
F1D93E	496-496
F1D93F	497-497
F1D93G	498-498
F1D93H	499-499
F1D93I	500-500
F1D94A	501-501
F1D94B	502-502
F1D94C	503-503
F1D94D	504-504
F1D94E	505-505
F1D94F	506-506
F1D94G	507-507
F1D94H	508-508
F1D94I	509-509
F1D94J	510-510
F1D94K	511-511

F1D94L	512-512	
F1D94M	513-513	
F1D94N	514-514	
F1D94O	515-515	
F1D94P	516-516	
F1D94Q	517-517	
F1D94R	518-518	
F1D94S	519-519	
F1D95A	520-520	
F1D95B	521-521	
F1D95C	522-522	
F1D95D	523-523	
F1D96	524-524	
F1D97A	525-525	
F1D97B	526-526	
F1D97C	527-527	
F1D98A	528-528	
F1D98B	529-529	
F1D98C	530-530	
F1D98D	531-531	
F1D98E	532-532	
F1D98F	533-533	
F1D98G	534-534	
F1D99A	535-536	
F1D99B	537-538	
F1D99C	539-540	
F1D99D	541-542	
F1D99E	543-544	
F1D99F	545-546	
F1D100	547-547	
F1D101	548-548	
F1D101MO	549-550	
F1D101DA	551-552	
F1D101YR	553-554	
F1QWT	555-564	4*
F1PNLWT	565-574	4*
F1QFLG	575-575	
F1BYQFLG	576-576	
F1PANFLG	577-577	
F1TXFLG	578-578	
F1NSSFLG	579-579	
F1SMPFLG	580-580	
F1STAT	581-582	
F1SRVMTH	583-584	
F1DOSTAT	585-585	
F1SEX	586-586	
F1RACE	587-587	
F1API	588-588	
F1SES	589-593	3*

F1SESQ	594-594
F1PARED	595-596
F1BIRTHM	597-598
F1BIRTHY	599-600
F1DRPS89	601-601
F1DRPF89	602-602
F1DRPS90	603-603
F1HSPROG	604-604
FAMCOMP	605-606
F1N2	607-607
F1N4	608-608
F1N5A	609-609
F1N5B	610-611
F1N6	612-612
F1N7A	613-613
F1N7B	614-615
F1N8A	616-616
F1N8B	617-618
F1N8C	619-619
F1N9	620-620
F1N10	621-621
F1N11	622-622
F1N12	623-624
F1N13	625-626
F1N14	627-628
F1N15	629-630
F1N16A	631-631
F1N16B	632-632
F1N16C	633-633
F1N16D	634-634
F1N17A	635-635
F1N17B	636-636
F1N17C	637-637
F1N17D	638-638
F1N18	639-639
F1N19A	640-640
F1N19B	641-641
F1N19C	642-642
F1N19D	643-643
F1N19E	644-644
F1N19F	645-645
F1N19G	646-646
F1N19H	647-647
F1N19I	648-648
F1N19J	649-649
F1N20A	650-651
F1N20B	652-653
F1N21A	654-654
F1N21B	655-655

F1N21C	656-656	
F1N21D	657-657	
F1N21E	658-658	
F1N21F	659-659	
F1N21G	660-660	
F1N21H	661-661	
F1N21I	662-662	
F1N21J	663-663	
F1N21K	664-664	
F1N21L	665-665	
F1N21M	666-666	
F1N21N	667-667	
F1N21O	668-668	
F1N21P	669-669	
F1N22	670-670	
F1N22A	671-671	
F1N22B	672-672	
F1N22C	673-673	
F1N22D	674-674	
F1N22E	675-675	
F1N22F	676-676	
F1N22G	677-677	
F1N22H	678-678	
F1N22I	679-679	
F1N22J	680-680	
F1N22K	681-681	
F1DAJFLG	682-682	
F1DQAJWT	683-692	4*
F1DPAJWT	693-702	4*

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

Appendix G

NELS:88 Data Weights,
Flags, and Composite Variables (BY, F1, and F2)

Weights

Cross-sectional analysis of second follow-up dropout and student data requires that the F2QWT weight variable be applied. Longitudinal analyses, on the other hand, require use of F2F1PNWT or F2PNLWT panel weights, with the difference hinging upon the time points that define the student panel that the user wishes to examine.

F2QWT	use for producing weighted twelfth-grade student statistics in cross-sectional analyses.
F2F1PNWT	use for producing weighted student panel statistics when both first follow-up and second follow-up data are employed in the analysis.
F2PNLWT	use for producing weighted student panel statistics when all three survey waves (base year, first follow-up and second follow-up) data are included in the analysis.

Detailed discussion of second follow-up weighting procedures appears in Chapter III of this manual.

Flags

The following indicators are to be used in conjunction with the weights created specifically for these populations. The stem of the variable name for the flag and for the corresponding statistical weight are the same.

F2BYF1PN Indicates whether or not sample member on second follow-up file is part of the base year/first follow-up panel sample (1988 to 1990 longitudinal panel).

0 = Sample member is not a member of the BY to F1 panel (did not complete a BY student questionnaire and an F1 student or dropout questionnaire).

1 = Sample member is a member of the BY to F1 panel (completed a BY student questionnaire and an F1 student or dropout questionnaire).

F2F1PNFL Indicates whether or not sample member on second follow-up file is a member of the first follow-up/second follow-up panel sample (1990 to 1992 longitudinal panel).

0 = Sample member is not a member of the first follow-up/second follow-up panel (did not complete BOTH a F1 questionnaire and an F2 questionnaire).

1 = Sample member is a member of the F1 to F2 panel, but not a member of the sophomore panel (was not enrolled in the tenth grade in the spring of 1990, but completed a F1 student or dropout questionnaire and F2 student or dropout questionnaire).

2 = Sample member is a member of the F1 to F2 panel, and a member of the sophomore panel (was enrolled in the tenth grade in the spring of 1990 and completed a F1 student questionnaire and a F2 student or dropout questionnaire).

F2PNLFLG Indicates whether or not sample member on second follow-up file is a member of the base year/first follow-up/second follow-up panel sample (participation in all three waves of NELS:88: 1988, 1990, and 1992).

0 = Sample member is not a member of the BY-F1-F2 Panel sample (did not complete a questionnaire in all three rounds of NELS:88).

1 = Sample member is a member of the BY-F1-F2 Panel sample (completed a base year student questionnaire and a first follow-up student or dropout questionnaire and a second follow-up student or dropout questionnaire).

The following flags indicate the completion (and presence on the data file of corresponding information) or not of specified documents. A value of 1 or 2 specifies that the document was completed, 0 that it was not.

F2BYQFLG Indicates whether or not sample member completed a base year student questionnaire.

0 = Sample member did not complete a BY student questionnaire.

1 = Sample member completed a BY student questionnaire.

F2F1QFLG Indicates whether or not sample member completed a first follow-up student or dropout questionnaire.

0 = Sample member did not complete a F1 questionnaire.

1 = Sample member completed a F1 student questionnaire.

2 = Sample member completed a F1 dropout questionnaire.

F2QFLG Indicates whether or not sample member completed a second follow-up student or dropout questionnaire.

0 = Sample member did not complete a F2 questionnaire.

1 = Sample member completed a F2 student questionnaire.

2 = Sample member completed a F2 dropout questionnaire.

This variable can also serve as a participation flag. If the value of F2QFLG is greater than 0, then the case is a second follow-up participant. If the value of F2QFLG is 0, then the sample member is a second follow-up non-participant.

F2TXFLG Indicates whether or not sample member completed a second follow-up cognitive test.

0 = Sample member did not complete a second follow-up cognitive test.

1 = Sample member completed a second follow-up cognitive test.

This flag appears on the dropout file even though the test scores do not; dropout test scores appear only on the student data files.

F2NSSFLG Indicates whether or not sample member completed a second follow-up new student supplement (is new F2 freshened student or did not complete a BY student questionnaire or a F1 NSS).

0 = Sample member did not complete a second follow-up new student supplement.

1 = Sample member completed a second follow-up new student supplement (if second follow-up freshened student or did not complete either a base year student questionnaire or first follow-up NSS).

The following flags identify everyone on the tape regardless of participation, enrollment status or eligibility.

G8COHORT Indicates whether or not sample member is a member of the 8th grade cohort (whether or not s/he was enrolled in the 8th grade during the 1987-88 school year)

0 = Sample member is not a member of the 8th grade cohort (was not enrolled in 8th grade in the spring of 1988, i.e., first follow-up and second follow-up freshened sample members).

1 = Sample member is a "survey" eligible member of the 8th grade cohort (was enrolled in school in the 8th grade in the spring of 1988 and eligible to complete a NELS:88 base year student questionnaire).

3 = Sample member is a "survey" ineligible member of the 8th grade cohort (was enrolled in 8th grade in the spring of 1988 but was excluded from the study owing to a mental or physical disability or language barrier to participation).

G10COHRT Indicates whether or not sample member is a member of the 10th grade cohort (whether or not s/he was enrolled in the 10th grade during the 1989-90 school year)

0 = Sample member is not a member of the 10th grade cohort (was not enrolled in the 10th grade in the spring of 1990, i.e., second follow-up freshened sample members, dropouts, sample members who are out of the modal grade sequence, deceased sample members, and other than first follow-up freshened out-of-USA sample members).

1 = Sample member is a member of the spring-defined 10th grade cohort (was enrolled in school in the 10th grade in the spring of 1990 and eligible to complete a NELS:88 first follow-up student questionnaire).

2 = Sample member is a member of the fall-defined *only* 10th grade cohort (first follow-up freshened student who was enrolled in school in the 10th grade in the fall of 1989, but dropped out by spring of 1990). **These cases do not appear on the public use data files.**

3 = Sample member is a "survey" ineligible member of the 10th grade cohort (was enrolled in 10th grade in the spring of 1990 but was excluded from the study owing to a mental or physical disability or language barrier to participation or was a first follow-up freshened student who moved out of the USA by spring of 1990).

G12COHRT Indicates whether or not sample member is a member of the 12th grade cohort (whether or not s/he was enrolled in the 12th grade during the 1991-92 school year)

0 = Sample member is not a member of the 12th grade cohort (was not enrolled in the 12th grade in the spring of 1992, i.e., dropouts, sample members who are out of the modal grade sequence, deceased sample members, unlocatables, and other than second follow-up freshened out-of-country sample members).

1 = Sample member is a member of the spring-defined 12th grade cohort (was enrolled in school in the 12th grade in the spring of 1992 and eligible to complete a NELS:88 second follow-up student questionnaire).

2 = Sample member is a member of the fall-defined *only* 12th grade cohort (second follow-up freshened student who was enrolled in school in the 12th grade in the fall of 1991, but dropped out by spring of 1992). **These cases do not appear on the public use data files.**

3 = Sample member is a "survey" ineligible member of the 12th grade cohort (was enrolled in 12th grade in the spring of 1992 but was excluded from the study owing to a mental or physical disability or language barrier to participation or was a second follow-up freshened student who moved out of the USA by the spring of 1992).

F2STAT Indicates final status in the second follow-up for sample members who appear on the file.

00 = Sample member participated.

01 = Other reasons, nonrespondent.

02 = Sample member unlocatable.

03 = Sample member or parent refusal.

04 = Sample member is ineligible for survey owing to language barrier, or mental or physical disability.

05 = Sample member is out of USA in this round.

06 = Sample member is deceased.

F2DOSTAT Indicates enrollment status, either dropout or student, as of the second follow-up only. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) and the HS&B/NELS:88 second follow-up definition of a dropout (i.e., dropouts plus alternative completers: use values 3, 4, and 5).

0 = student (sample member was not a school dropout or a stopout in the second follow-up)

1 = enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases)

2 = stopout (sample member dropped out of school at one time in second follow-up, but subsequently returned to school)

3 = alternative completer (enrolled in or completed a non-traditional HS program)

4 = dropout--school confirmed (sample member was reported by the school to be a dropout but status was not also confirmed by sample member and/or family).

5 = dropout--doubled confirmed (sample member dropped out of school--confirmed by sample member and/or family).

F2TRSTYP When the same or very similar information is collected from multiple sources, apparent or real contradictions can arise. With the NELS:88 second follow-up, apparent contradictions arise between transcript and survey data because of the lack of a common anchor in time for asking about enrollment status. Schools were surveyed at any time from the beginning to the end of the 1991-92 school year spring term, but transcripts were collected in the subsequent (1992-93) school year.

For example, a student may have been out of school for twenty or more consecutive days as of survey day but may have returned to school prior to the end of the spring term. Survey records (as reflected in F2DOSTAT) would characterize the sample member as a dropout, but school records (as reflected in F2TROUT) might characterize this individual as a student. Or, a sample member may have been surveyed as a student (say in January or February) but have subsequently dropped out (say in March or April). Survey records would classify this individual as a student, but the transcript would indicate a dropout. A further source of apparent contradictions between survey and records data is difference in definition of a dropout. Survey records classify individuals with twenty or more consecutive unexcused absences as dropouts, but schools were not constrained to the same definition. While contradictions between survey and transcript reports of enrollment status are typically only apparent, genuinely contradictory reports sometimes arise as well.

A special dropout status enrollment indicator, F2TRSTYP, has been created to serve several purposes. First, F2TRSTYP alerts data users to inconsistencies between survey and school records sources. In addition, it comprehensively categorizes the contradictions that arise. This permits users to see which contradictions are merely apparent, and which are real, and to develop sensible strategies for dealing with the latter.[1] **F2TRSTYP appears only on the student and transcript component data files.**

Four enrollment status indices were used in the construction of F2TRSTYP, one transcript-derived enrollment status indicator, F2TROUT[2], and three survey-derived enrollment status indicators, F2DOSTAT[3], F2RWTST[4], and F2QFLG[5]. Two additional transcript variables, F2RDTLMO (month student left school) and F2RDTLYR (year student left school), were also employed to assess whether the classification of "dropout" on the transcript variable, F2TROUT, pertained to sample members whose records indicate they dropped out before or during the spring of 1992 or after the spring of 1992. Cases with a value of "dropout" on F2TROUT *and* a date of after June 1992 on F2RDTLMO and F2RDTLYR, were recoded to the F2TRSTYP category "T-S" which indicates that, according to transcript records, sample members were students. This additional cleaning was done to preserve the study's status definition of a dropout, that is, a sample member who was not enrolled in school in the spring term of the 1991-1992 school year.[6]

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[1] While the purpose of F2TRSTYP is to illuminate any inconsistencies between different sources of the enrollment status of sample members, more than 95 percent of the cases on the second follow-up student files do have identical enrollment status across all sources.

[2] There are actually two transcript derived enrollment indicators, F2TROUT and F2REASL. F2TROUT indicates sample members' education outcome, as reported by the school on the sample members' transcript. F2REASL indicates the reason sample members left school, if at all, as reported by the school on the sample members' transcripts. F2TROUT was constructed from F2REASL. The two indicators differ in terms of the information they provide about the timing of students' graduation from high school. F2REASL indicates only that students graduated from high school while F2TROUT provides information on whether they are a "spring 1992 graduate" or an "other 1992 graduate" or are a "pre-1992 graduate". Since this difference does not influence the form inconsistencies might take or the resolution of them, for simplicity of construction, only one transcript-derived indicator, F2TROUT, was used in the construction of F2TRSTYP.

[3] F2DOSTAT indicates sample member enrollment status, either student or dropout, as of the second follow-up only, according to school officials' or parents' reports, in the case of non-participating sample members, or based on the type of questionnaire sample members completed (either dropout or student), in the case of participating sample members.

[4] F2RWTST indicates, for sample members of unknown enrollment status per the student or dropout survey, the enrollment classification probabilistically assigned to them (i.e., imputed). For sample members of known status based on survey information, F2RWTST reflects their known classification. For purposes of deriving final adjusted student questionnaire and panel weights, enrollment status was imputed for non-survey participating sample members of unknown status. This imputation scheme employed with the student survey and used in adjusting student questionnaire and panel weights was carried over to the transcript component and used in the construction of transcript weights.

[5] F2QFLG indicates whether sample members completed a second follow-up questionnaire and the type of questionnaire they completed (0 = did not complete a second follow-up questionnaire; 1 = completed a second follow-up student questionnaire; 2 = completed a second follow-up dropout questionnaire).

Comparison among the different sources of enrollment status and other transcript variables rendered a variable with 32 categories. The 32 categories reflect all the different combinations of contradictions that exist between transcript-derived enrollment status indicators and student-derived enrollment status indicators. The 32 categories of F2TRSTYP are listed below.

Each value label for F2TRSTYP is composed of four terms which correspond to the four sources of enrollment status information on which F2TRSTYP reports. The first term of the category value labels represents enrollment status according to the transcript variable F2TROUT. The second term of the category labels reflects enrollment status according to the survey variable F2DOSTAT. The third and four terms of the category labels indicate enrollment status as of the survey-derived variables F2RWTST and F2QFLG, respectively. The abbreviations for the four terms are:

T = the sample member's status as indicated by F2TROUT
S = the sample member's status as indicated by F2DOSTAT
W = the sample member's status as indicated by F2RWTST
Q = the sample member's status as indicated by F2QFLG

Each of the four terms of F2TRSTYP is followed by a second abbreviation for the enrollment status which the source reports for that sample member:

s = student
d = dropout
p = stopout
t = transfer
? = unknown
sq = student questionnaire completer
dq = dropout questionnaire completer
nq = did not complete a questionnaire

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[6] Of course, NELS:88 supports multiple cohort status dropout definitions. In particular, information provided by the study permits researchers to view individuals who have left regular high school diploma programs but are making efforts to prepare for the GED examination or other alternative certification, to be classified as students, to be classified as dropouts, or to be separately categorized. When survey and school records enrollment indicators are compared, however, dropouts may most readily be defined as individuals who have left high school diploma programs, without regard to whether they are receiving an alternative form of instruction. This is the case because the transcript study only sought records data from regular high schools, and not from alternative programs, and because high schools in most cases did not know whether dropouts from the school were receiving alternative forms of instruction.

Table G-1 F2TRSTYP values and meanings

Values	Value Labels	Sources of enrollment status information			
		F2TROUT:	F2DOSTAT:	F2RWTST:	F2QFLG:
01	T-s S-s W-s Q-sq	Student	Student	Student	Student quex
02	T-s S-p W-s Q-sq	Student	Stopout	Student	Student quex
03	T-s S-s W-s Q-nq	Student	Student	Student	None
04	T-s S-p W-s Q-nq	Student	Stopout	Student	None
05	T-s S-? W-d Q-nq	Student	Unknown	Dropout	None
06	T-s S-d W-d Q-sq	Student	Dropout	Dropout	Student quex
07	T-s S-d W-d Q-dq	Student	Dropout	Dropout	Dropout quex
08	T-s S-d W-d Q-nq	Student	Dropout	Dropout	None
09	T-d S-d W-d Q-dq	Dropout	Dropout	Dropout	Dropout quex
10	T-d S-d W-d Q-sq	Dropout	Dropout	Dropout	Student quex
11	T-d S-d W-d Q-nq	Dropout	Dropout	Dropout	None
12	T-d S-? W-d Q-nq	Dropout	Unknown	Dropout	None
13	T-d S-s W-s Q-sq	Dropout	Student	Student	Student quex
14	T-d S-p W-s Q-sq	Dropout	Stopout	Student	Student quex
15	T-d S-s W-s Q-nq	Dropout	Student	Student	None
16	T-d S-p W-s Q-nq	Dropout	Stopout	Student	None
17	T-t S-s W-s Q-sq	Transfer	Student	Student	Student quex
18	T-t S-p W-s Q-sq	Transfer	Stopout	Student	Student quex
19	T-t S-s W-s Q-nq	Transfer	Student	Student	None
20	T-t S-p W-s Q-nq	Transfer	Stopout	Student	None
21	T-t S-? W-d Q-nq	Transfer	Unknown	Dropout	None
22	T-t S-d W-d Q-sq	Transfer	Dropout	Dropout	Student quex
23	T-t S-d W-d Q-dq	Transfer	Dropout	Dropout	Dropout quex
24	T-t S-d W-d Q-nq	Transfer	Dropout	Dropout	None
25	T-? S-s W-s Q-sq	Unknown	Student	Student	Student quex
26	T-? S-p W-s Q-sq	Unknown	Stopout	Student	Student quex
27	T-? S-s W-s Q-nq	Unknown	Student	Student	None
28	T-? S-p W-s Q-nq	Unknown	Stopout	Student	None
29	T-? S-? W-d Q-nq	Unknown	Unknown	Dropout	None
30	T-? S-d W-d Q-sq	Unknown	Dropout	Dropout	Student quex
31	T-? S-d W-d Q-dq	Unknown	Dropout	Dropout	Dropout quex
32	T-? S-d W-d Q-nq	Unknown	Dropout	Dropout	None
33	NA-NOT IN TRAN	(Not applicable-- not in transcript study)			

Using F2TRSTYP, researchers may resolve inconsistencies by reviewing enrollment status reports in light of additional questionnaire and transcript information. While F2TRSTYP gives analysts the information needed to interpret and make their own determinations of how to classify sample members' 1992 spring term enrollment status, in cases of genuine contradiction, some general assumptions about what constitutes the "best source" of data may be defensible. For example, an extremely high degree of credence should be given to cases in which F2DOSTAT indicates that the individual was a dropout and the individual completed a dropout questionnaire. For such cases, dropout status had normally been double-confirmed (the school report was verified by the sample member's family or by the sample member), and, at the time of questionnaire administration, the individual had been available to survey staff who could verify that the dropout questionnaire was the appropriate instrument to administer. On the other hand, status reports from survey data for individuals who were not successfully interviewed may be less certain. Transcript data are generally reliable, although schools did not, for their own records purposes, always use a definition that was consistent with the NELS:88 dropout definition. Finally, the F2RWTST variable is not a very reliable guide to the enrollment status of individual cases. It provides an imputed value for cases with an unknown status. Such imputation is valuable in the aggregate, for improving estimates of dropout rates or for adjusting questionnaire weights, but does not provide definitive status information at the individual level. Further information relevant to 1992 enrollment status has been collected in the NELS:88 third follow-up (1994), and will be available in 1995.

F2SEQFLG Indicates whether or not participating students are currently enrolled in 12th grade. Also identifies dropouts, regardless of their participation status (values 4 & 5).

0 = sample member is enrolled in 12th grade in a traditional diploma-granting program (value pertains to participants only).

1 = sample member is an early graduate--enrolled in 12th grade in a traditional diploma-granting program but graduated early (value pertains to participants only).

2 = sample member is enrolled in a grade other than 12th grade in a traditional diploma-granting program (value pertains to participants only).

3 = Not applicable--sample member is a non-participant (includes out-of-USA, deceased, ineligible students, and others who did not complete the second follow-up survey questionnaires)

4 = Not applicable--sample member is an alternative completer (this value pertains to both participating & non-participating sample members)

5 = Not applicable--sample member is a dropout, school-only confirmed or double-confirmed by sample member and/or family as well (this value pertains to both participating & non-participating sample members)

F2SMPFLG Indicates how and when sample members were brought into the study: base year (eighth-grade cohort or base year ineligible), first or second follow-up freshened student.

00 = Eighth-grade cohort member.

01 = Second follow-up or 12th grade freshened student.

02 = First follow-up or 10th grade freshened student.

03 = Base Year Ineligible sample member.

Composite Variables

Socioeconomic Status. The second follow-up files contain three versions of a continuous variable, "F2SES-", which indicates the sample member's socioeconomic status. F2SES1 was derived from the base year parent questionnaire data, the base year student questionnaire data, or the first or second follow-up new student supplement data. Both F2SES2 and F2SES3 are constructed with second follow-up parent questionnaire data. F2SES3 incorporates the 1989 revision[7] of Duncan's Socioeconomic Index (SEI), whereas F2SES1 and F2SES2 utilize the original (1961)[8] version that was used in NLS-72, HS&B, and the NELS:88 base year and first follow-up.[9] F2SES1 has been constructed for all sample members and appears on the dropout and student files, but F2SES2 and F2SES3 appear only on the parent component data file and, therefore, have only been constructed for the subset of dropout and student sample members for whom parent data were collected.

F2SES1 Continuous variable indicating sample member's socioeconomic status. F2SES1 was constructed using base year parent questionnaire data, when available. The following parent data were used: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from BYP30, BYP31, BYP34B, BYP37B and BYP80). Education-level data were recoded according to the definition of BYPARED (with the exception of category "7", which was recoded as missing for F2SES1 calculations). Occupational data were recoded using the Duncan SEI, as used in NLS-72, HS&B, and earlier NELS:88 socioeconomic status variables as indicated below. Parent data were used to construct F2SES1 if at least one component was not missing.

If all parent data components were missing, the following base year student questionnaire items were used to calculate F2SES1 for base year respondents: father's educational level (BYS34A), mother's educational level (BYS34B), father's occupation (BYS7B), mother's occupation (BYS4B) and presence of household items (BYS35A-P). For base year nonrespondents and first or second follow-up freshened students, the equivalent new student supplement items were used (F1N20A or F2N8A, F1N20B or F2N8B, F1N7B or F2N7, F1N5B or F2N5 and F1N21A-P or F2N12A-P respectively). The first four components from the base year student/NSS data are the same as the components from the base year parent data (i.e., educational-level data, BYS34A/F1N20A/F2N8A and BYS34B/F1N20B/F2N8B, similarly recoded; occupational data, BYS4B/F1N7B/F2N7 and BYS7B/F1N5B/F2N5 of student data, also recoded). The fifth component for F2SES1 from the student data was derived by summing the non-missing household items listed in BYS35A-P or in F1N21A-P/F2N12A-P (after recoding "Not Have Item" from "2" to "0"), calculating a simple mean of these items, and then standardizing this mean. If eight or more BYS35A-P or F1N21A-P/F2N12A-P were nonmissing, this component was computed; otherwise it was set to missing.

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[7] Nakao, K., and Treas, J. (1992). *The 1989 Socioeconomic Index of Occupations: Construction from the 1989 Occupational Prestige Scores*: General Social Survey Methodological Report No. 74. Chicago: NORC.

[8] Duncan, O.D. (1961). "A Socioeconomic Index for All Occupations." In *Occupations and Social Status*, A.J. Reiss et al. eds, New York: Free Press.

[9] Note that one value in the occupational prestige scale was transposed in earlier releases of the socioeconomic status composite variable and has been corrected in the present version of F2SES1.

Each nonmissing component (after any necessary recoding) was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components were averaged yielding the F2SES1 composite.

Response code	Duncan's SEI	Label
01	56.58	Clerical
02	27.41	Craftsperson
03	28.00	Farmer
04		Homemaker/Housewife
05	7.33	Laborer
06	67.73	Manager/Administrator
07		Military
08	19.18	Operative
09	70.21	Professional (accountant)
10	70.21	Professional (MD, lawyer)
11	49.70	Proprietor/Owner
12	38.00	Protective service
13	54.42	Sales
14	70.21	School teacher
15	15.90	Service
16	61.40	Technical
17		Never worked
18		Other
19		Missing

Finally, minor errors in the construction of this variable and released on first follow-up files as "F1SES" have been corrected in this release. Changes apply to the quartile F2SES1Q as well.

F2SES1Q Indicates the quartile into which F2SES1 falls. It is constructed by recoding F2SES1 into quartiles based on the weighted (with F2QWT) marginal distribution.

1 = Quartile 1 Low

2 = Quartile 2

3 = Quartile 3

4 = Quartile 4 High

8 = Missing

F2SES1Q Indicates the quartile into which F2SES1 falls. It is constructed by recoding F2SES1 into quartiles based on the weighted (with F2QWT) marginal distribution.

1 = Quartile 1 Low

2 = Quartile 2

3 = Quartile 3

4 = Quartile 4 High

8 = Missing

F2SEX Most complete indicator of sample members' gender. For the BYI sample and for BY dropouts, F1SEX was created with first follow-up new student supplement data (in F1N2) or with information on NORC's Survey Management System. For all samples, F2SEX is based on the first follow-up (F1SEX) composite and is augmented by second follow-up new student supplement information (in F2N2) if appropriate or, if still missing, imputation from student first names.

1 = Male

2 = Female

F2RACE1 Indicates student's "best known" race. For the BYI sample and BY dropouts, F1RACE was created with data from the first follow-up new student supplement (in F1N8A) or from information in NORC's Survey Management System. For all samples, F2RACE1 is based on F1RACE and is supplemented when appropriate with second follow-up new student supplement data (in F2N17). If F2RACE1 was still missing, available information from NORC's Survey Management Systems was used to fill in missing values.

1 = Asian, Pacific Islander

2 = Hispanic

3 = Black, not Hispanic

4 = White, not Hispanic

5 = American Indian, Alaskan native
8 = Missing

School-Level Composites. School-level composites are based on the school, rather than the sample member. School-level composites are included on the student component data file for dropouts. Although the modal grade for the cohort is grade 12 in the second follow-up, not all sample members were seniors in the spring of 1992. For dropouts, school-level composites reference the school last attended, as reported in the dropout questionnaire. Others may be enrolled in programs that are cited in regular schools but these sample members may not be enrolled in a program leading to a high school diploma.

G12CTRL1 Classifies the student's second follow-up school type into public, Catholic or other private, as reported by the school.

01 = Public school

02 = Catholic school

03 = Private school, other religious affiliation

04 = Private school, no religious affiliation

05 = Private school, type not ascertained

06 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12CTRL2 Classifies the student's second follow-up school type into public, Catholic, private NAIS, and other private-not NAIS, as obtained from Quality Education Data (QED) and membership lists provided by the National Association of Independent Schools. **This variable appears only on restricted use files.**

01 = Public school

02 = Catholic school

03 = NAIS school

04 = Other private school - not NAIS or Catholic

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12URBN3 Trichotomizes the urbanicity of the area in which the sample member's second follow-up school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

1 = Urban--central city

2 = Suburban--area surrounding a central city within a county constituting the MSA

3 = Rural--outside MSA

4 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

8 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12REGON Indicates in which of the four US Census regions the student's second follow-up school is located, created by collapsing the categories of the school state.

01 = Northeast--New England and Middle Atlantic states

02 = Midwest--East North Central and West North Central states

03 = South--South Atlantic, East South Central and West South Central states

04 = West--Mountain and Pacific states

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12STATE Indicates the student's second follow-up school state. The values for this variable are the standard two-column Postal Office state abbreviations (additional values are listed below). **This variable appears only on restricted use files.**

XX = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

Universe Variables. These five variables have been constructed to show the status of each sample member in every wave of NELS:88.

F2UNIV1 Indicates simultaneously the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-X value labels follow the same sequence but are, of necessity, much shorter. The following abbreviations were developed for the SAS and SPSS-X cards:

BY = Base Year

F1 = First Follow-Up
F2 = Second Follow-Up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (not yet "freshened" into the sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

F2UNIV2A Indicates how the student sample member entered the sample.

1 = Base year eligible

2 = Base year ineligible for questionnaire administration (mental/physical disability, language barrier)

3 = F1 freshened

4 = F2 freshened

F2UNIV2B Indicates base year status of sample member.

0 = Freshened in first or second follow-up, not yet in study

1 = In school, in grade

4 = Ineligible for BY questionnaire administration (mental/physical disability, language barrier)

F2UNIV2C Indicates first follow-up status of sample member.

0 = Freshened in second follow-up, not yet in study

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F1 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

F2UNIV2D Indicates second follow-up status of sample member.

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F2 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

Last school attended variables. These indicators are included only on the restricted use dropout files and allow analysts to link dropouts to the school administrator data from a dropout's last school attended in the first follow-up or second follow-up as identified by the first or second follow-up dropout questionnaire.

F2DLSTSC The public release school identification number of the school which the dropout identified as the last school they attended in the second follow-up dropout questionnaire. **This variable appears only on restricted use files.**

F2DSCLWV Indicates the most recent wave of data files on which the school ID identified in the second follow-up dropout questionnaire can be found with the school administrator data. **This variable appears only on restricted use files.**

1 = School administrator data on base year data file

2 = School administrator data on first follow-up data file

3 = school administrator data on second follow-up data file

F1DLSTSC The public release school identification number of the school which the dropout identified as the last school they attended in the first follow-up dropout questionnaire. **This variable appears only on the first follow-up restricted use files.**

F1DSCLWV Indicates the most recent wave of data files on which the school ID identified in the second follow-up dropout questionnaire can be found with the school administrator data. **This variable appears only on the first follow-up restricted use files.**

1 = School administrator data on base year data file

2 = School administrator data on first follow-up data file

Cognitive Test Results

The following section contains information about cognitive test variables. The cognitive test battery consisted of multiple choice tests in four subject areas: reading comprehension, mathematics, science, and history/citizenship/geography.

Multiple Test Forms. In the base year, all students received the same set of tests. Analysis of eighth-grade test results showed a wide range of student achievement. This diversity was expected to increase as students progressed through high school with some taking advanced courses and making substantial gains in achievement, while others remained at a relatively low level. A single test form administered to all students in the follow-up surveys would have had the potential for serious "ceiling" and "floor" effects, that is, many students getting all items correct because the test was too easy for them, while others could only guess at most of the questions because they lacked sufficient background. When this situation occurs, it is impossible to accurately assess the level of achievement for the highest and lowest scoring students.

The reading and mathematics tests were selected for development of multiple forms targeted to students' ability levels in the first follow-up. The same pattern was repeated for the second follow-up. While the other subject areas might have profited from this "tailored testing" approach as well, the complexity of administering multiple forms dictated that their use be as limited as possible.

The reading test was chosen because the time burden of reading the passages before questions about them could be answered meant that relatively few test items could be administered in the time allotted for the test. With the smallest number of items of any subject area, the reading test could least afford any "wasted" questions: those that were much too hard or much too easy for a particular test taker. Two forms of the reading test were developed; the easy form was administered to students who had scored below the sample mean in the first follow-up, while those scoring above the mean received a set of passages and items that was, on average, more difficult. Students who were new to the NELS:88 sample in the second follow-up received the easier form.

In the case of the mathematics test, the need for multiple forms was based on the diversity of exposure to course work that could be expected by senior year. Academic track students would have, by this time, taken courses in algebra, geometry, and higher-level mathematics. Those in general or vocational programs might have only taken general or business math, essentially arithmetic, or none at all. Unlike science and history, where many topics might have been introduced at a lower level of sophistication in earlier grades, much of the material covered in advanced mathematics courses would be completely unfamiliar to students who had not taken these courses. Three mathematics test forms were administered in the second follow-up. The easiest and hardest forms were given to the students who had scored in the low and high quartile, respectively, in the first follow-up; students in the middle half of the distribution received the middle-difficulty test, as did those who were not tested in the earlier year.

Item Response Theory (IRT) Scoring. Raw scores achieved on tests which vary in average difficulty are not comparable to each other. For example, a student who took the middle difficulty mathematics form in the second follow-up would probably have gotten more questions correct if he or she had taken the easiest form, and fewer if the hardest form had been administered. Item Response Theory (IRT) was employed to calculate scores that could be compared regardless of which test form a student took. A core of items shared among the different test forms made it possible to establish a common scale. IRT uses the pattern of right, wrong, and omitted responses to the items actually administered in a test form, and the difficulty, discriminating ability, and "guess-ability" of each item, to place each student on a continuous ability scale. It is then possible to estimate the score the student would have achieved for any arbitrary subset of test items calibrated on this scale.

Thus, IRT scoring makes possible measurement of gains in achievement over the four year time span of the survey even though the tests used were not identical at the three points in time. As was the case with the multiple forms of the second follow-up tests described above, the tests shared common items that were present in more than one test administration. These overlapping items made it possible to use IRT scoring to develop scores that are on the same scale and thus can be compared to measure gains over time.

IRT has several other advantages over raw number-right scoring. By using the overall *pattern* of right and wrong responses to estimate ability, it can compensate for the possibility of a low-ability student guessing several hard items correctly. If answers on several easy items are wrong, a correct difficult item is, in effect, assumed to have been guessed. Omitted items are also less likely to cause distortion of scores, as long as enough items have been answered right and wrong to establish a clear pattern. Raw scoring necessarily treats omitted items as if they had been answered incorrectly. While this may be a reasonable assumption in a motivated test, where it is in students' interest to try their best on all items, this may not always be the case in the NELS:88 situation.

In each of the four subject areas, the IRT scale was calibrated using PARSCALE software. The test responses of the longitudinal sample members, that is, those that had completed a test in that subject in all three years of the survey, were used for the calibration. Item parameters were computed for all test items that had appeared in any of the test forms at any time: a total of 54 in reading, 81 in mathematics, 38 in science, and 47 in history. Holding these parameters fixed, Bayesian estimates of placement on the continuous ability scale were obtained for all test takers at all three points in time. The procedure used takes into account group membership (year and test form) in order to minimize floor and ceiling effects. These ability estimates were used in conjunction with the item parameters to compute the IRT scores in the database.

Description of Scores

IRT-Estimated Number Right: raw score metric, total item pool. This score is an estimate of how many correct responses a test taker would have given if he or she had answered all of the items in the total item pool for the subject area (all items administered at all times). The IRT-based estimate is the probability of a correct answer, given a person's demonstrated ability and the parameters of the item, summed over all of the test items. This sum of probabilities is not an integer, but can be interpreted as an estimated count of correct answers. The highest possible score would be the total number of test items for the subject area. The lowest score is not zero, but is an estimate of how many test items a person of extremely low ability might have guessed correctly. This score may be used for either cross-sectional or longitudinal analyses. **However, it is essential that for longitudinal analyses, the base year and first follow-up scores *that have been re-scaled to the second follow-up metric* be used to measure gains. It would be incorrect to compare second follow-up scores with earlier releases of the first two waves that were based on a different metric.** Refer to the section "Measuring Gains over Time" below for additional information.

IRT-Estimated Number Right: t-score. This is a transformation of the IRT-estimated Number Right, converted to a standardized (t-score) metric. For NELS:88 core sample cases at one point in time, weighted by the within-year questionnaire weight, this score has a mean of 50 and standard deviation of 10. This norm-referenced score is primarily useful for making cross-sectional comparisons.

Achievement Quartile. Using core sample cases and within-year questionnaire weight, the IRT-estimated Number Right scores were divided into quartiles. A score of 1 represents the lowest population quartile, and 4 the highest.

IRT Theta: t-score. Like the t-score based on IRT-estimated Number Right described above, this score is standardized to a mean of 50 and standard deviation of 10. However, it is different in three ways. First, it is a transformation of the IRT-estimated ability scale (theta) rather than of a count of estimated correct answers on test items. Second, the standardization is done across years, rather than within year. Each test taker in the panel sample had three thetas: the measurements of ability at the base year, first follow-up, and second follow-up. The scores are standardized so that the mean score within each subject area is 50, and the standard deviation is equal to 10 when scores are aggregated over all students *and* all three observations for each student. The parameters for standardizing were computed for the panel sample, using panel weights, and then applied to all test scores. Thus, the mean of these scores for the base year test takers alone would be less than 50, for the first follow-up around 50, and for the second follow-up, more than 50. By contrast, the t-score for IRT number right was computed *within year*. Hence, these scores have a mean of 50 and a standard deviation of 10 when aggregated within each *single wave* of data. The third difference is a consequence of the second difference. Since all three waves are used in standardizing, the resulting scores are normally distributed across years, and the distributions within year, particularly for the earliest and the latest observations, would be somewhat skewed. Thus, this score is most useful for analysis of longitudinal gains rather than cross-sectional comparisons. Gains in this metric can be computed by subtracting earlier scores from later ones.

Reading + Math Composite t-score and Quartile. These composites are provided for users who want a simple, overall continuous or discrete measure of cognitive ability to use as a control variable for cross-sectional analysis of data. The t-score is the equally-weighted average of the standardized reading and mathematics, which is then re-standardized within year, using the questionnaire weight, to have a mean of 50 and standard deviation of 10. For the small number of test takers (fewer than 1 percent) who had only a reading or a mathematics score but not both, the composite is based on the single score that was available. Like the achievement quartiles for each subject area described above, the Reading + Math Composite is divided into quartiles based on population estimates.

Proficiency Scores. The proficiency scores provide a means of distinguishing total scores and score gains, as measured by overall IRT-Estimated Number Right scores and the norm-referenced t-scores, from criterion-referenced measurements of specific skills. At several points along the score scale of the reading, mathematics, and science tests, four-item clusters of test questions having similar content and difficulty were identified. A student was assumed to have mastered a particular level of proficiency if at least three of the four items in the cluster were answered correctly, and to have failed at this level if two or more items were wrong. Clusters of items provide a more reliable test of proficiency than do single items because of the possibility of guessing in a multiple choice test: it is very unlikely that a student who has not mastered a particular skill would be able to guess enough answers correctly in a four item cluster. (For some of the students who had not answered critical items, an IRT-based procedure was undertaken to resolve proficiency score assignments.) The proficiency levels were assumed to follow a Guttman model, that is, a student passing a particular skill level was expected to have mastered all lower levels; a failure should have indicated non-mastery at higher levels. A small percentage of students (3.5 percent on the reading test, 9.7 percent in mathematics, and 8.8 percent in science) had response patterns that did not follow the Guttman model. They were not assigned proficiency scores since evidence based only on the items in the clusters was contradictory. However, the proficiency probability scores described below, which are based on the test as a whole, can still be used for anyone with a valid test score.

Three levels of proficiency were marked in the reading test, five in the mathematics test, and three in the science test, defined as follows:

Reading Level 1:	Simple reading comprehension including reproduction of detail and/or the author's main thought.
Reading Level 2:	Ability to make relatively simple inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts.
Reading Level 3:	Ability to make complex inferences or evaluative judgments that require piecing together multiple sources of information from the passage.
Math Level 1:	Simple arithmetical operations on whole numbers: essentially single step operations which rely on rote memory.
Math Level 2:	Simple operations with decimals, fractions, powers and roots.
Math Level 3:	Simple problem solving, requiring the understanding of low level mathematical concepts.
Math Level 4:	Understanding of intermediate level mathematical concepts and/or having the ability to formulate multi-step solutions to word problems.
Math Level 5:	Proficiency in solving complex multi-step word problems and/or the ability to demonstrate knowledge of mathematics material found in advanced mathematics courses.
Science Level 1:	Understanding of everyday science concepts; "common knowledge" that can be acquired in everyday life.
Science Level 2:	Understanding of fundamental science concepts upon which more complex science knowledge can be built.
Science Level 3:	Understanding of relatively complex scientific concepts; typically requiring an additional problem solving step.

Proficiency Level Pass/Fail and Overall Proficiency. These scores are assigned only for students who had complete and consistent response patterns for the item clusters within each subject area. The presence of reversal patterns, or of too many critical items omitted, resulted in second follow-up proficiency scores not being assigned for about 4 percent of the students who took the reading test, 11 percent of mathematics test takers, and 10 percent of those with science test scores. The pass/fail scores indicate performance at each level, while the overall proficiency score summarizes the pattern.

Probability of Proficiency. In addition to the scores indicating students' actual responses to the item clusters, probabilities of proficiency are reported for each level in each subject area. These estimates were obtained using IRT methods to estimate students' probabilities of mastery at each level, treating clusters of items as single items for the purpose of IRT calibration. Since the proficiency probability scores are estimates based on each student's overall performance in the subject area (theta), they are computed for everyone who had a scorable test, not only for those with complete and consistent data on the item clusters. For example, if a test taker had omitted several test items in the "level 2" cluster, it might be impossible to assign the item-based proficiency level score. However, the probability of proficiency on that cluster could still be estimated based on the level of performance demonstrated by responses to the other test questions. These measures of probability of mastery at each proficiency level are particularly useful in analyzing achievement gains over time. They provide a way of relating students' background and experiences to improvements in skills that are more specific than the overall scores in reading, mathematics and science.

Measuring Gains Over Time. Users who wish to analyze the relationship of students' characteristics and experiences to gains in achievement over time will be interested in comparing performance at second follow-up to measurements obtained in the earlier years. For this purpose, the base year and first follow-up data have been rescaled so that a common metric exists for all three test administrations. **It is essential that comparisons of second follow-up scores with the other waves be done using these rescaled scores. Computing gains by subtracting scores on the original data files for base year and first follow-up from the second follow-up scores is incorrect because the scores are not in the same metric.** Gains in overall achievement over time can best be computed by using the IRT-estimated Number Right (raw score metric), or the IRT Theta (t-score metric, standardized across years), and subtracting earlier from later scores. For measuring gains in mastery of particular skills, the Probability of Proficiency scores can be used in the same manner.[10]

Although these scores are described as "gain" scores, not all of them represent an improvement in measured skills. Some of the gain scores are negative. Factors that contribute to negative gain scores include students' forgetting material that they once knew but have not practiced, and measurement error produced primarily by some students' lack of motivation in responding to the test questions.

The standardized IRT scores, Achievement Quartiles, and Reading+Math Composite are primarily intended for cross-sectional rather than longitudinal analysis.

Equated 1992 Mathematics Score: NELS:88-NAEP. The National Assessment of Educational Progress (NAEP) administered a mathematics test to a nationally representative sample of high school seniors in the spring of 1992. Since the target population, the time of year, and the content of the test were similar to NELS, equivalent scores for the two tests could be determined on the basis of the score distributions in the tested populations. The NAEP-Equated Math Score is the NAEP-scaled equivalent of the IRT-Estimated Number Right.

However, analysts comparing NAEP and NELS:88 mathematics test scores should consider differences between the NAEP and NELS:88 samples. Whereas NAEP tested high school seniors or 17 year olds, NELS:88 tested dropouts, out-of-sequences students, early graduates, as well as high school seniors. A NAEP-equated mathematics score is reported for every NELS:88 sample member who completed a 1992 mathematics test, although the scores were calibrated on 1992 high school seniors only. The *NELS:88 Second Follow-Up Psychometric Report* contains additional information on the procedures used for equating NAEP and NELS:88 test scores. For example, the NAEP-equated math score assigned to a person scoring at the 90th percentile of the weighted distribution of NELS:88 scores would be the score that represented the 90th percentile of the NAEP distribution of scaled scores. The score transformation was computed by matching the distributions of scores for the subsets of the NELS:88 and NAEP samples who were high school seniors in the spring of 1992. Once the transformation of NELS:88 to NAEP scale was determined, NAEP-equated scores could also be assigned for NELS:88 second follow-up participants who were not high school seniors.

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[10] The probability of proficiency scores are *continuous*. For an example of gain score analysis using the proficiency probabilities, see Scott, Rock, Pollack and Ingels (NCES, 1994), *Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders*. However, the NELS:88 *dichotomous* proficiency scores can also be used to examine patterns of change with respect to proficiency levels. For an example of this kind of change analysis, see Rock, Owings and Lee (NCES, 1994)--*Changes in Math Proficiency Between 8th and 10th Grades*.

Notes on Changes from Original Base Year and First Follow-up User Files. Researchers who have worked with the original releases of the base year and first follow-up user files may note some differences in the rescaled score files.

- The most important difference is the new metric for IRT scores. As described earlier, these scores are now based on the total pool of test items that were given at all three time points. As a result, score means and ranges are higher than in the original files. If comparisons of second follow-up scores with those of earlier waves are to be done, the rescaled base year and first follow-up scores *must* be used.

- The IRT procedure used for the rescaling uses Bayesian estimation to minimize floor and ceiling effects. As a result, the most extreme low and high scores are somewhat shrunken toward the mean of the distribution.

- The number of cases with a Reading+Math Composite score in first follow-up has increased slightly. Formerly, the first follow-up data file had this score only if *both* reading and math tests were present. The rescaled scores contain the composite if *either or both* was present, in order to be consistent with the method used in base year and second follow-up.

- In comparing the original base year file with the rescaled scores, users may note that some students have different quartile scores in the two versions, in a few cases a discrepancy of two levels. The original base year quartiles were based on the distribution of raw scores. This was not possible in the later administrations, when raw score comparisons were not meaningful because of the use of multiple test forms. For these later administrations, and in the rescaled base year data set, the quartiles are based on the distribution of IRT-estimated Number Right. The discrepancy in quartile assignments is a consequence of this switch to IRT procedures. Most of the larger discrepancies occur for students with a very specific response pattern: correct answers for all or almost all of the questions at the beginning of the test, with the rest of the questions omitted. Quartiles based on raw counts of correct answers would place these people low in the distribution: if they didn't answer many items, they couldn't have many correct. But IRT methods look at the pattern of right and wrong answers, and would judge this group to be of high ability because most of the questions answered were correct.

- The rescaled base year and first follow-up data sets contain proficiency probability scores for skill levels that were not present in the original user files. In the case of science, proficiency levels were not a part of the original score reporting plan but were developed later from NELS data in the context of another project, and later added to the database. In reading and mathematics, the proficiencies reported were limited to those tested at each time point: three math levels in base year and four in first follow-up, and two reading levels at each of these times. These are the only levels possible for the proficiency level pass/fail scores, which are based on actual item responses. But the proficiency probability scores are based on overall performance on whatever test form was administered to each student, and these performance estimates are all put on the same scale. The IRT model enables us to estimate the probability of a person passing the level 5 math cluster, given his or her overall ability, even if those test items were not given on that form or in that grade.

Test Composites

F22XRIRR	Reading IRT-Estimated Number Right
F22XRSTD	Reading Standardized Score
F22XRQ	Reading Quartile (1=low)
F22XMIRR	Math IRT-Estimated Number Right
F22XMSTD	Math Standardized Score
F22XMQ	Math Quartile (1=low)
F22XSIRR	Science IRT-Estimated Number Right
F22XSSTD	Science Standardized Score
F22XSQ	Science Quartile (1=low)
F22XHIRR	Hist/Cit/Geog IRT-Estimated # Right
F22XHSTD	Hist/Cit/Geog Standardized Score
F22XHQ	Hist/Cit/Geog Quartile (1=low)
F22XRTH	Reading Theta T Score
F22XMTH	Math Theta T Score
F22XSTH	Science Theta T Score
F22XHTH	History/Citizenship/Geography Theta T Score
F22XCOMP	Standardized Test Composite (reading, math)
F22XQURT	Standardized Test Quartile (1=low)
F22XRPL1	Reading Proficiency - Level 1
F22XRPL2	Reading Proficiency - Level 2
F22XRPL3	Reading Proficiency - Level 3
F22XRPRO	Overall Reading Proficiency
F22XRPP1	Reading Level 1: Probability of Proficiency
F22XRPP2	Reading Level 2: Probability of Proficiency
F22XRPP3	Reading Level 3: Probability of Proficiency
F22XMPL1	Math Proficiency - Level 1
F22XMPL2	Math Proficiency - Level 2
F22XMPL3	Math Proficiency - Level 3
F22XMPL4	Math Proficiency - Level 4
F22XMPL5	Math Proficiency - Level 5
F22XMPRO	Overall Math Proficiency
F22XMPP1	Math Level 1: Probability of Proficiency
F22XMPP2	Math Level 2: Probability of Proficiency
F22XMPP3	Math Level 3: Probability of Proficiency
F22XMPP4	Math Level 4: Probability of Proficiency
F22XMPP5	Math Level 5: Probability of Proficiency
F22XSPL1	Science Proficiency Level 1
F22XSPL2	Science Proficiency Level 2
F22XSPL3	Science Proficiency Level 3
F22XSPRO	Overall Science Proficiency
F22XSPP1	Science Level 1: Probability of Proficiency
F22XSPP2	Science Level 2: Probability of Proficiency
F22XSPP3	Science Level 3: Probability of Proficiency
F22XNAEP	NAEP and NELS:88 Link

Appendix H

Guidelines For Using SAS
with NELS:88 Second Follow-Up Dropout Data

Guidelines for Using SAS with NELS:88 Second Follow-Up Dropout Data

The files provided for public release tapes include SAS cards and SAS system files for the NELS:88 second follow-up. The SAS system file for each survey wave includes:

1) Questionnaire data
2) Flags, Weights and Composites

Users who plan to analyze NELS:88 data on personal computers can seek counsel in the Guide to the NELS:88 ECB/CD. The sections that follow pertain primarily to mainframe applications.

In the points below, methods to contain potential difficulties that may be encountered when using large data files with SAS are discussed.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new data set.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the student and dropout SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section of the student and dropout SAS cards require that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them. The following example will help to illustrate this point.

Suppose you were interested in assessing the association between fathers' educational aspirations and a son's versus a daughter's educational expectations. That is, overall do dropouts' expectations reflect their father's aspirations and might such an association vary by sex? To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the Second Follow-Up Dropout SAS system file and to create a three-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2DO.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE DC29V

          00 = "DOES NOT APPLY"
          01 = "LESS THN HS"
          02 = "HS GRAD/GED"
          03 = "LESS 2YR VOC SCL"
          04 = "MORE 2YR VOC SCL"
          05 = "VOC SCHL DEGREE"
          06 = "LESS 2YR COLLEGE"
          07 = "MORE 2YR COLLEGE"
          08 = "FINISH COLLEGE"
          09 = "MASTER'S DEGREE"
          10 = "PH.D, M.D.,OTHER"
          11 = "DON'T KNOW"
          96 = "MULT RESPONSE"
          97 = "REFUSED"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
 ;
VALUE DC30V
          01 = "LESS THAN HS"
          02 = "HS GRAD/GED"
          03 = "LESS 2YR VOC SCL"
          04 = "MORE 2YR VOC SCL"
          05 = "VOC SCHL DEGREE"
          06 = "LESS 2YR COLLEGE"
          07 = "MORE 2YR COLLEGE"
          08 = "FINISH COLLEGE"
          09 = "MASTER'S DEGREE"
```

```
                10 = "PH.D, M.D.,OTHER"
                11 = "DON'T KNOW"
                96 = "MULT RESPONSE"
                97 = "REFUSED"
                98 = "MISSING"
                99 = "LEGITIMATE SKIP"
          ;


     VALUE MC1V
                1 = "MALE"
                2 = "FEMALE"
                6 = "MULTIPLE RESPNSE"
                7 = "REFUSAL"
                8 = "MISSING"
     ;

     PROC FREQ DATA=IN1.F2DRPOUT;
     FORMAT
     F2D37A   DC29V.
     F2D38    DC30V.
     F2SEX    MC1V.
     ;

     TABLES F2SEX * F2D37A * F2D38;
     TITLE "EDUCATIONAL EXPECTATIONS";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (Using about 90 format links in the format statement proved successful on the University of Chicago mainframe.)

6. Whenever variables are needed from several files (i.e., second follow-up dropout and base year student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis.

The following example may help to illustrate the merge statement. Suppose that you wanted to examine how the expectations of dropouts had changed from the eighth to the twelfth grade. That is, overall do respondents who are not in school now have lower educational expectations than they did when they were in the eighth grade? To do this you might construct a two-way crosstab.

In the following example PROC FORMAT is used to make a temporary library of formats. Next the second follow-up dropout system file and the Base Year system file are merged. Then, PROC FREQ is used to create a two-way crosstab. When merging two large files, it is helpful to use separate "KEEP=" statements for each file being combined.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2DO.SASLIB,DISP=SHR
//IN2 DD DSN=ACT.PUBL.BYST.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE DC30V
        01 = "LESS THAN HS"
        02 = "HS GRAD/GED"
        03 = "LESS 2YR VOC SCL"
        04 = "MORE 2YR VOC SCL"
        05 = "VOC SCHL DEGREE"
        06 = "LESS 2YR COLLEGE"
        07 = "MORE 2YR COLLEGE"
        08 = "FINISH COLLEGE"
        09 = "MASTER'S DEGREE"
        10 = "PH.D, M.D.,OTHER"
        11 = "DON'T KNOW"
        96 = "MULT RESPONSE"
        97 = "REFUSED"
        98 = "MISSING"
        99 = "LEGITIMATE SKIP"
  ;

VALUE FBYS45V
        01 = "WON'T FINISH H.S"
        02 = "WILL FINISH H.S"
        03 = "VOC,TRD,BUS AFTR H.S"
        04 = "WILL ATTEND COLLEGE"
        05 = "WILL FINISH COLLEGE"
        06 = "HIGHER SCH AFTR COLL"
        96 = "MULTIPLE RESPONSE"
        97 = "REFUSAL"
        98 = "MISSING"
        99 = "LEGITIMATE SKIP"
  ;
```

```
DATA COMBINE;
MERGEIN1.F2DRPOUT(KEEP=STU_IDF2D38)IN2.BYSTUDNT(KEEP=STU_ID
BYS45); BY STU_ID;

PROC FREQ;
FORMAT
F2D38    DC30V.
BYS45    FBYS45V.
  ;
TABLES F2D38 * BYS45;
TITLE "EDUCATIONAL EXPECTATIONS";
```

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series-based routine that uses an ASCII file to compute standard errors for cross-classifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for many of them, sources of data from outside the student questionnaire were merged into the student data to construct the variables.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed if it appears as the first character in the first variable label on a printed page.

Appendix I

NELS:88 Second Follow-Up

Dropout Questionnaire Codebook

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up data in cross-wave (NELS:88 base year and first follow-up) and cross-cohort (NELS:88 second follow-up 1992 seniors and HS&B sophomores first follow-up 1982) analyses. These recodes generally involved the reordering of item values. Codebook item values and value labels reflect these recodes, as does the dropout questionnaire and New Student Supplement that appear in Appendix J. Before program set-up, users are advised to read the codebook entries carefully.

I. ADDRESS INFORMATION

Question STU_ID

Tape Pos. 1-7
Format: I7

STU_ID STUDENT ID

Student ID

Question 5A

Tape Pos. 8-9
Format: I2

F2D5A MARITAL STATUS

What is your marital status?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SINGLE, NEVER MARRIED	01	1524	75.1%	78.1%
MARRIED	02	283	14.0%	12.1%
DIVORCE/SEPARATED	03	38	1.9%	2.9%
WIDOWED	04	1	0.0%	0.0%
NOT MARRIED BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	05	149	7.3%	6.1%
OTHER	06	14	0.7%	0.7%
RESERVED CODES:				
MISSING	98	19	0.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 5BM

Tape Pos. 10-11
Format: I2

F2D5BM MONTH MARRIED CURRENT SPOUSE

When did you marry your current spouse? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	15	0.7%	9.2%
FEBRUARY	02	19	0.9%	5.8%
MARCH	03	27	1.3%	9.3%
APRIL	04	27	1.3%	11.0%
MAY	05	27	1.3%	10.2%
JUNE	06	28	1.4%	8.4%
JULY	07	16	0.8%	4.8%
AUGUST	08	21	1.0%	6.8%
SEPTEMBER	09	24	1.2%	7.7%
OCTOBER	10	26	1.3%	8.8%
NOVEMBER	11	22	1.1%	9.6%
DECEMBER	12	22	1.1%	8.8%
RESERVED CODES:				
MISSING	98	28	1.4%	(MISS)
LEGITIMATE SKIP	99	1726	85.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 5BY

Tape Pos. 12-13
Format: I2

F2D5BY YEAR MARRIED CURRENT SPOUSE

When did you marry your current spouse? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987	87	1	0.0%	0.2%
1988	88	10	0.5%	2.5%
1989	89	38	1.9%	13.0%
1990	90	68	3.4%	25.7%
1991	91	122	6.0%	42.8%
1992	92	40	2.0%	16.0%
RESERVED CODES:				
MISSING	98	23	1.1%	(MISS)
LEGITIMATE SKIP	99	1726	85.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

II. YOUR EDUCATIONAL EXPERIENCES AND ACTIVITIES

Question 5EM

Tape Pos. 14-15
Format: I2

F2D5EM DATE OF INTERVIEW (MONTH)

What is today's date? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	22	1.[illegible]	0.8%
FEBRUARY	02	113	5.6%	4.8%
MARCH	03	256	12.6%	11.6%
APRIL	04	298	14.7%	18.4%
MAY	05	447	22.0%	22.9%
JUNE	06	466	23.0%	23.0%
JULY	07	133	6.6%	6.2%
AUGUST	08	70	3.5%	3.6%
SEPTEMBER	09	78	3.8%	4.5%
OCTOBER	10	66	3.3%	4.0%
NOVEMBER	11	3	0.1%	0.1%
RESERVED CODES:				
REFUSED	97	2	0.1%	(MISS)
MISSING	98	74	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 6M

Tape Pos. 16-17
Format: I2

F2D6M MONTH R LAST ATTENDED SCHOOL

When did you last attend school? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	193	9.5%	10.9%
FEBRUARY	02	155	7.6%	7.8%
MARCH	03	173	8.5%	9.5%
APRIL	04	157	7.7%	8.4%
MAY	05	214	10.6%	10.6%
JUNE	06	194	9.6%	9.3%
JULY	07	8	0.4%	0.3%
AUGUST	08	54	2.7%	2.7%
SEPTEMBER	09	181	8.9%	12.3%
OCTOBER	10	169	8.3%	10.9%
NOVEMBER	11	189	9.3%	10.3%
DECEMBER	12	128	6.3%	7.1%
RESERVED CODES:				
REFUSED	97	10	0.5%	(MISS)
MISSING	98	203	10.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 6Y

Tape Pos. 18-19
Format: I2

F2D6Y YEAR R LAST ATTENDED SCHOOL

When did you last attend school? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	02	117	5.8%	5.5%
1989	03	290	14.3%	16.6%
1990	04	459	22.6%	24.6%
1991	05	728	35.9%	38.3%
1992	06	278	13.7%	15.0%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	155	7.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 7

Tape Pos. 20-21
Format: I2

F2D7 GRADE R IN WHEN LAST ATTENDED SCHOOL

What grade were you in then?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
8TH GRADE	01	65	3.2%	2.9%
9TH GRADE	02	349	17.2%	17.1%
10TH GRADE	03	531	26.2%	28.5%
11TH GRADE	04	648	32.0%	33.2%
12TH GRADE	05	380	18.7%	16.8%
NO GRADE SYSTEM USED	06	33	1.6%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
REFUSED	97	3	0.1%	(MISS)
MISSING	98	18	0.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 8

Tape Pos. 22-22
Format: I1

F2D8 DID R PASS LAST GRADE ATTENDED IN SCHOOL

Did you pass the grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	337	16.6%	17.9%
NO	2	1602	79.0%	82.1%
RESERVED CODES:				
REFUSED	7	9	0.4%	(MISS)
MISSING	8	47	2.3%	(MISS)
LEGITIMATE SKIP	9	33	1.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8A

Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

Question 8AA

Tape Pos. 23-23
Format: I1

F2D8AA I GOT A JOB

I got a job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	568	28.0%	26.2%
NO	2	1359	67.0%	73.8%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	98	4.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AB

Tape Pos. 24-24
Format: I1

F2D8AB I DIDN'T LIKE SCHOOL

I didn't like school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	810	39.9%	43.4%
NO	2	1115	55.0%	56.6%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	100	4.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AC

Tape Pos. 25-25
Format: I1

F2D8AC I COULDN'T GET ALONG WITH TEACHERS

I couldn't get along with my teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	494	24.4%	25.8%
NO	2	1428	70.4%	74.2%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	103	5.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AD

Tape Pos. 26-26
Format: I1

F2D8AD I COULDN'T GET ALONG WITH OTHER STUDENTS

I couldn't get along with other students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	299	14.7%	15.3%
NO	2	1609	79.3%	84.7%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	117	5.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AE

Tape Pos. 27-27
Format: I1

F2D8AE I WANTED TO HAVE A FAMILY

I wanted to have a family

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	200	9.9%	9.0%
NO	2	1703	84.0%	91.0%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	122	6.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AF

Tape Pos. 28-28
Format: I1

F2D8AF I WAS PREGNANT

I was pregnant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	289	14.3%	30.2%
NO	2	653	32.2%	69.8%
RESERVED CODES:				
MISSING	8	51	2.5%	(MISS)
LEGITIMATE SKIP	9	1035	51.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AG

Tape Pos. 29-29
Format: I1

F2D8AG I BECAME A PARENT

I became the father/mother of a baby

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	323	15.9%	17.0%
NO	2	1587	78.3%	83.0%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	116	5.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 8AH

Tape Pos. 30-30
Format: I1

F2D8AH I HAD TO SUPPORT MY FAMILY

I had to support my family

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	258	12.7%	14.6%
NO	2	1651	81.4%	85.4%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	117	5.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

```
--------------
Question   9AI                                  Tape Pos. 31-31
--------------                                  Format: I1

F2D9AI     I WAS SUSPENDED FROM SCHOOL

I was suspended from school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        286   14.1%  13.4%
NO.............................         2       1623   80.0%  86.6%
 RESERVED CODES:
   REFUSED.....................         7          2    0.1% (MISS)
   MISSING.....................         8        117    5.8% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

```
--------------
Question   9AJ                                  Tape Pos. 32-32
--------------                                  Format: I1

F2D9AJ     I DID NOT FEEL SAFE AT SCHOOL

I did not feel safe at school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        161    7.9%   8.0%
NO.............................         2       1746   86.1%  92.0%
 RESERVED CODES:
   REFUSED.....................         7          3    0.1% (MISS)
   MISSING.....................         8        118    5.8% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AK                                  Tape Pos. 33-33
--------------                                  Format: I1

F2D9AK     I WANTED TO TRAVEL

I wanted to travel

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        127    6.3%   6.6%
NO.............................         2       1780   87.8%  93.4%
 RESERVED CODES:
   REFUSED.....................         7          2    0.1% (MISS)
   MISSING.....................         8        119    5.9% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AL                                  Tape Pos. 34-34
--------------                                  Format: I1

F2D9AL     MY FRIENDS HAD DROPPED OUT OF SCHOOL

My friends had dropped out of school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        177    8.7%   9.1%
NO.............................         2       1733   85.5%  90.9%
 RESERVED CODES:
   REFUSED.....................         7          3    0.1% (MISS)
   MISSING.....................         8        115    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AM                                  Tape Pos. 35-35
--------------                                  Format: I1

F2D9AM     I HAD TO CARE FOR A FAMILY MEMBER

I had to care for a member of my family

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        215   10.6%  12.1%
NO.............................         2       1695   83.6%  87.9%
 RESERVED CODES:
   REFUSED.....................         7          2    0.1% (MISS)
   MISSING.....................         8        116    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AN                                  Tape Pos. 36-36
--------------                                  Format: I1

F2D9AN     I WAS EXPELLED FROM SCHOOL

I was expelled from school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        210   10.4%  10.1%
NO.............................         2       1699   83.8%  89.9%
 RESERVED CODES:
   REFUSED.....................         7          3    0.1% (MISS)
   MISSING.....................         8        116    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AO                                  Tape Pos. 37-37
--------------                                  Format: I1

F2D9AO     I FELT I DIDN'T BELONG AT SCHOOL

I felt I didn't belong at school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        443   21.8%  23.2%
NO.............................         2       1476   72.8%  76.8%
 RESERVED CODES:
   REFUSED.....................         7          3    0.1% (MISS)
   MISSING.....................         8        106    5.2% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AP                                  Tape Pos. 38-38
--------------                                  Format: I1

F2D9AP     I COULDN'T KEEP UP WITH MY SCHOOLWORK

I couldn't keep up with my schoolwork

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        613   30.2%  29.8%
NO.............................         2       1301   64.2%  70.2%
 RESERVED CODES:
   REFUSED.....................         7          2    0.1% (MISS)
   MISSING.....................         8        112    5.5% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

```
--------------
Question   9AQ                                  Tape Pos. 39-39
--------------                                  Format: I1

F2D9AQ     I WAS FAILING SCHOOL

I was getting poor grades/failing school

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        812   40.0%  39.0%
NO.............................         2       1099   54.2%  61.0%
 RESERVED CODES:
   REFUSED.....................         7          2    0.1% (MISS)
   MISSING.....................         8        115    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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--------------
Question   9AR                                  Tape Pos. 40-40
--------------                                  Format: I1

F2D9AR     I GOT MARRIED OR PLANNED TO GET MARRIED

I got married or planned to get married

                                                        PER-   WGTD
   RESPONSE                       CODES         FREQ    CENT   PCT
   ---------                     --------      -----   -----  -----
YES............................         1        252   12.4%  12.0%
NO.............................         2       1656   81.7%  88.0%
 RESERVED CODES:
   REFUSED.....................         7          3    0.1% (MISS)
   MISSING.....................         8        117    5.8% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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Question 9AS

Tape Pos. 41-41
Format: I1

F2D9AS CHANGED SCHOOLS AND DIDN'T LIKE NEW ONE

I changed schools and didn't like my school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	179	8.8%	11.2%
NO	2	1728	85.2%	88.8%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	119	5.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 9AT

Tape Pos. 42-42
Format: I1

F2D9AT COULDN'T WORK/GO TO SCHOOL AT SAME TIME

I couldn't work and go to school at same time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	388	19.1%	19.7%
NO	2	1523	75.1%	80.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	4	0.2%	(MISS)
MISSING	8	112	5.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 9AU

Tape Pos. 43-43
Format: I1

F2D9AU I HAD A DRUG/ALCOHOL PROBLEM

I had a drug or alcohol problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	101	5.0%	4.8%
NO	2	1801	88.8%	95.2%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	124	6.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 9AV

Tape Pos. 44-44
Format: I1

F2D9AV I HAD OTHER PROBLEM

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	468	23.1%	31.2%
NO	2	1083	53.4%	68.8%
RESERVED CODES:				
REFUSED	7	12	0.6%	(MISS)
MISSING	8	465	22.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 9A_O

Tape Pos. 45-45
Format: I1

F2D9A_O OTHER (VERBATIM)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	1573	77.6%	76.6%
DATA PRESENT	1	455	22.4%	23.4%
TOTALS:		2028	100.0%	100.0%

Question 9B

Tape Pos. 46-46
Format: I1

F2D9B MAIN REASON LEFT

Of the reasons you identified in Question 9A, and considering any other reasons you might have had, what are the main reasons you left the last school you attend?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	305	15.0%	14.9%
DATA PRESENT	1	1723	85.0%	85.1%
TOTALS:		2028	100.0%	100.0%

Question 10A

Tape Pos. 47-47
Format: I1

F2D10A BEFORE LAST LEFT SCHL,EVER LEAVE MONTH+

Before you last left school, did you ever leave for more than a month for reason other than illness?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	372	18.3%	19.2%
NO	2	1646	81.2%	80.8%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	9	0.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 10BM

Tape Pos. 48-49
Format: I2

F2D10BM FIRST TIME LEFT SCHOOL MONTH+ (MONTH)

When was the very first time you left school for more than a month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	41	2.0%	9.8%
FEBRUARY	02	37	1.8%	12.7%
MARCH	03	28	1.4%	9.2%
APRIL	04	28	1.4%	6.6%
MAY	05	24	1.2%	7.8%
JUNE	06	10	0.5%	3.0%
JULY	07	2	0.1%	0.4%
AUGUST	08	9	0.4%	4.1%
SEPTEMBER	09	40	2.0%	12.1%
OCTOBER	10	36	1.8%	14.5%
NOVEMBER	11	47	2.3%	12.1%
DECEMBER	12	26	1.3%	7.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	53	2.6%	(MISS)
LEGITIMATE SKIP	99	1646	81.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 10BY

Tape Pos. 50-51
Format: I2

F2D10BY FIRST TIME LEFT SCHOOL MONTH+ (YEAR)

When was the very first time you left school for more than a month?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987 OR BEFORE	01	35	1.7%	8.7%
1988	02	43	2.1%	13.7%
1989	03	109	5.4%	34.0%
1990	04	93	4.6%	24.6%
1991	05	68	3.4%	18.3%
1992	06	5	0.2%	0.8%
RESERVED CODES:				
MISSING	98	29	1.4%	(MISS)
LEGITIMATE SKIP	99	1646	81.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 11M

Tape Pos. 52-53
Format: I2

F2D11M DATE RETURNED TO SCHOOL (MONTH)

When did you return to school? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	45	2.2%	14.3%
FEBRUARY	02	20	1.0%	5.2%
MARCH	03	24	1.2%	5.8%
APRIL	04	13	0.6%	6.8%
MAY	05	17	0.8%	5.1%
JUNE	06	7	0.3%	2.2%
JULY	07	1	0.0%	0.7%
AUGUST	08	33	1.6%	9.1%
SEPTEMBER	09	79	3.9%	26.0%
OCTOBER	10	13	0.6%	3.6%
NOVEMBER	11	28	1.4%	15.2%
DECEMBER	12	22	1.1%	6.6%
RESERVED CODES:				
MISSING	98	80	3.9%	(MISS)
LEGITIMATE SKIP	99	1646	81.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 11Y

Tape Pos. 54-55
Format: I2

F2D11Y DATE RETURNED TO SCHOOL (YEAR)

When did you return to school? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987 OR BEFORE	01	20	1.0%	6.1%
1988	02	22	1.1%	6.2%
1989	03	81	4.0%	28.1%
1990	04	86	4.2%	27.8%
1991	05	89	4.4%	24.9%
1992	06	22	1.1%	7.0%
RESERVED CODES:				
MISSING	98	62	3.1%	(MISS)
LEGITIMATE SKIP	99	1646	81.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 12A

Tape Pos. 56-56
Format: I1

F2D12A R LEFT SCHOOL 2ND TIME MONTH+

Did you leave school a second time for more than a month for a reason other than illness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	146	7.2%	39.9%
NO	2	217	10.7%	60.1%
RESERVED CODES:				
MISSING	8	19	0.9%	(MISS)
LEGITIMATE SKIP	9	1646	81.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 12BM

Tape Pos. 57-58
Format: I2

F2D12BM LEFT SCHOOL 2ND TIME MONTH+ (MONTH)

When did you leave? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	13	0.6%	8.8%
FEBRUARY	02	13	0.6%	6.0%
MARCH	03	11	0.5%	5.5%
APRIL	04	14	0.7%	6.5%
MAY	05	9	0.4%	4.6%
JUNE	06	5	0.2%	6.5%
JULY	07	2	0.1%	1.9%
AUGUST	08	5	0.2%	2.1%
SEPTEMBER	09	13	0.6%	11.4%
OCTOBER	10	14	0.7%	11.1%
NOVEMBER	11	19	0.9%	17.6%
DECEMBER	12	13	0.6%	18.1%
RESERVED CODES:				
MISSING	98	34	1.7%	(MISS)
LEGITIMATE SKIP	99	1863	91.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 12BY

Tape Pos. 59-60
Format: I2

F2D12BY LEFT SCHOOL 2ND TIME MONTH+ (YEAR)

When did you leave? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987 OR BEFORE	01	6	0.3%	3.1%
1988	02	7	0.3%	4.0%
1989	03	23	1.1%	18.0%
1990	04	37	1.8%	28.9%
1991	05	48	2.4%	35.9%
1992	06	18	0.9%	10.4%
RESERVED CODES:				
MISSING	98	26	1.3%	(MISS)
LEGITIMATE SKIP	99	1863	91.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 13A

Tape Pos. 61-61
Format: I1

F2D13A DID R RETURN TO SCHOOL AGAIN

Did you return to school again?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	64	3.2%	50.8%
NO	2	80	3.9%	49.2%
RESERVED CODES:				
MISSING	8	21	1.0%	(MISS)
LEGITIMATE SKIP	9	1863	91.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 13BM

Tape Pos. 62-63
Format: I2

F2D13BM DATE RETURNED TO SCHOOL (MONTH)

When did you return? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	11	0.5%	25.8%
FEBRUARY	02	3	0.1%	2.7%
MARCH	03	4	0.2%	17.1%
APRIL	04	6	0.3%	6.4%
MAY	05	3	0.1%	2.4%
JUNE	06	1	0.0%	1.1%
AUGUST	08	6	0.3%	12.8%
SEPTEMBER	09	13	0.6%	14.4%
OCTOBER	10	5	0.2%	10.0%
NOVEMBER	11	1	0.0%	1.9%
DECEMBER	12	3	0.1%	5.4%
RESERVED CODES:				
MISSING	98	29	1.4%	(MISS)
LEGITIMATE SKIP	99	1943	95.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 13BY

Tape Pos. 64-65
Format: I2

F2D13BY DATE RETURNED TO SCHOOL (YEAR)

When did you return? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987 OR BEFORE	01	3	0.1%	4.1%
1988	02	4	0.2%	4.4%
1989	03	7	0.3%	9.0%
1990	04	20	1.0%	33.7%
1991	05	18	0.9%	33.6%
1992	06	7	0.3%	15.1%
RESERVED CODES:				
MISSING	98	26	1.3%	(MISS)
LEGITIMATE SKIP	99	1943	95.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question 14A

Tape Pos. 66-66
Format: I1

F2D14A DID R ATTEND SCHOOL IN 90-91

Did you attend school during the 1990-91 school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.............................	1	1300	64.1%	65.6%
NO..............................	2	683	34.2%	34.4%
RESERVED CODES:				
MISSING........................	8	35	1.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 14B

Tape Pos. 67-69
Format: I3

F2D14B # SCHOOL DAYS R MISSED IN 90-91

About how many school days did you miss during the 1990-91 school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	44	2.2%	4.8%
	001	9	0.4%	1.6%
	002	18	0.9%	1.1%
	003	19	0.9%	1.6%
	004	30	1.5%	2.9%
	005	57	2.8%	6.5%
	006	18	0.9%	1.2%
	007	25	1.2%	2.0%
	008	27	1.3%	1.8%
	009	17	0.8%	1.2%
	010	107	5.3%	8.3%
	011	7	0.3%	0.5%
	012	31	1.5%	3.3%
	013	9	0.4%	0.9%
	014	23	1.1%	2.1%
	015	67	3.3%	6.7%
	016	6	0.3%	0.5%
	017	7	0.3%	0.4%
	018	15	0.7%	1.2%
	019	1	0.0%	0.1%
	020	111	5.5%	11.2%
	021	11	0.5%	1.1%
	022	6	0.3%	0.3%
	023	8	0.4%	0.8%
	024	8	0.4%	0.6%
	025	44	2.2%	4.1%
	026	3	0.1%	0.1%
	027	5	0.2%	0.3%
	028	5	0.2%	0.5%
	029	3	0.1%	0.2%
	030	101	5.0%	7.0%
	031	2	0.1%	0.1%
	032	2	0.1%	0.1%
	034	3	0.1%	0.2%
	035	15	0.7%	1.2%
	036	3	0.1%	0.6%
	037	2	0.1%	0.1%
	038	2	0.1%	0.1%
	039	1	0.0%	0.0%
	040	35	1.7%	4.0%
	041	2	0.1%	0.1%
	043	4	0.2%	0.3%
	044	2	0.1%	0.1%
	045	15	0.7%	0.9%
	046	2	0.1%	0.2%
	048	3	0.1%	0.1%
	049	1	0.0%	0.1%
	050	35	1.7%	2.9%
	052	1	0.0%	0.1%
	054	1	0.0%	0.1%
	055	1	0.0%	0.4%
	056	1	0.0%	0.0%
	060	27	1.3%	2.2%
	063	1	0.0%	0.1%
	064	1	0.0%	0.1%
	065	8	0.4%	0.8%
	067	2	0.1%	0.1%
	068	1	0.0%	0.1%
	070	7	0.3%	0.5%
	075	5	0.2%	0.3%
	078	3	0.1%	0.6%
	080	9	0.4%	1.1%
	083	1	0.0%	0.1%
	084	2	0.1%	0.1%
	085	2	0.1%	0.2%
	089	1	0.0%	0.1%
	090	18	0.9%	1.3%
	093	1	0.0%	0.0%
	095	3	0.1%	0.2%
	100	15	0.7%	2.1%
	102	1	0.0%	0.0%
	103	1	0.0%	0.1%
	105	1	0.0%	0.0%
	120	7	0.3%	0.7%
	123	1	0.0%	0.1%
	140	1	0.0%	0.1%
	150	4	0.2%	0.2%
	152	1	0.0%	0.0%
	156	1	0.0%	0.0%
	160	3	0.1%	0.2%
	175	1	0.0%	0.1%
	178	1	0.0%	0.1%
	180	4	0.2%	1.2%
	200	8	0.4%	0.8%
RESERVED CODES:				
REFUSED.........................	997	1	0.0%	(MISS)
MISSING.........................	998	217	10.7%	(MISS)
LEGITIMATE SKIP.............	999	683	34.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 15

Tape Pos. 70-70
Format: I1

F2D15 NAME/LOCATION OF LAST SCHOOL ATTENDED

What is the name and location of the last school you attended?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT.....................	0	17	0.8%	0.9%
DATA PRESENT....................	1	2011	99.2%	99.1%
TOTALS:		2028	100.0%	100.0%

Question 16

Tape Pos. 71-71
Format: I1

F2D16 DID R ATTEND THIS SCHOOL IN 89-90?

Did you attend this school during the 1989-90 school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.............................	1	1430	70.5%	72.7%
NO..............................	2	438	21.6%	22.8%
I WAS NOT IN SCHOOL IN 1989-1990......................	3	96	4.7%	4.5%
RESERVED CODES:				
MISSING........................	8	63	3.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 17A

Tape Pos. 72-72
Format: I1

F2D17A LEAVING SCHOOL GOOD DECISION FOR R

On the whole, do you feel that leaving school was a good decision for you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.............................	1	504	24.9%	27.9%
NO..............................	2	1265	62.4%	62.1%
DON'T KNOW......................	3	213	10.5%	10.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	0.0%	(MISS)
MISSING........................	8	45	2.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 17B

Tape Pos. 73-73
Format: I1

F2D17B EXPLANATION OF 17A

Please explain why you feel that way.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT.....................	0	165	8.1%	7.2%
DATA PRESENT....................	1	1863	91.9%	92.8%
TOTALS:		2028	100.0%	100.0%

Question 18

How much do you agree with the following statements about the school you left?

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---------------
Question   18A                                Tape Pos. 74-74
---------------                               Format: I1

F2D18A     THERE WAS REAL SCHOOL SPIRIT

There was real school spirit

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       307    15.1%   16.8%
AGREE..........................        2       949    46.8%   48.4%
DISAGREE.......................        3       500    24.7%   26.3%
STRONGLY DISAGREE..............        4       158     7.8%    8.5%
 RESERVED CODES:
   MISSING.....................        8       114     5.6% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18B                                Tape Pos. 75-75
---------------                               Format: I1

F2D18B     STUDENTS FRIENDLY W/OTHER RACIAL GROUPS

Students made friends with students of other racial and
ethnic groups

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       348    17.2%   17.2%
AGREE..........................        2      1020    50.3%   51.1%
DISAGREE.......................        3       391    19.3%   24.0%
STRONGLY DISAGREE..............        4       148     7.3%    7.8%
 RESERVED CODES:
   MISSING.....................        8       121     6.0% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18C                                Tape Pos. 76-76
---------------                               Format: I1

F2D18C     THE TEACHING WAS GOOD

The teaching was good

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       261    12.9%   12.7%
AGREE..........................        2      1120    55.2%   61.3%
DISAGREE.......................        3       402    19.8%   19.5%
STRONGLY DISAGREE..............        4       124     6.1%    6.5%
 RESERVED CODES:
   MISSING.....................        8       121     6.0% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18D                                Tape Pos. 77-77
---------------                               Format: I1

F2D18D     TEACHERS WERE INTERESTED IN STUDENTS

Teachers were interested in students

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       263    13.0%   14.1%
AGREE..........................        2       940    46.4%   49.2%
DISAGREE.......................        3       531    26.2%   27.3%
STRONGLY DISAGREE..............        4       178     8.8%    9.4%
 RESERVED CODES:
   MULTIPLE RESPONSE...........        6         1     0.0% (MISS)
   MISSING.....................        8       115     5.7% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18E                                Tape Pos. 78-78
---------------                               Format: I1

F2D18E     DISRUPTIONS BY OTHER STUDENTS A PROBLEM

Disruptions by other students got in the way of my learning

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       249    12.3%   13.9%
AGREE..........................        2       599    29.5%   29.7%
DISAGREE.......................        3       881    43.4%   45.9%
STRONGLY DISAGREE..............        4       186     9.2%   10.5%
 RESERVED CODES:
   MISSING.....................        8       113     5.6% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18F                                Tape Pos. 79-79
---------------                               Format: I1

F2D18F     I DIDN'T FEEL SAFE AT THIS SCHOOL

I didn't feel safe at this school

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       103     5.1%    4.8%
AGREE..........................        2       214    10.6%   11.1%
DISAGREE.......................        3       937    46.2%   50.4%
STRONGLY DISAGREE..............        4       660    32.5%   33.6%
 RESERVED CODES:
   MISSING.....................        8       114     5.6% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18G                                Tape Pos  80-80
---------------                               Format: I1

F2D18G     FIGHTS OCCURRED BTWN RACIAL GROUPS

Fights often occurred between different racial or the
ethnic groups

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       220    10.8%   11.2%
AGREE..........................        2       496    24.5%   24.2%
DISAGREE.......................        3       838    41.3%   44.6%
STRONGLY DISAGREE..............        4       358    17.7%   20.0%
 RESERVED CODES:
   MISSING.....................        8       116     5.7% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   18H                                Tape Pos. 81-81
---------------                               Format: I1

F2D18H     THERE WERE MANY GANGS IN SCHOOL

There were many gangs in school

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
STRONGLY AGREE.................        1       193     9.5%   10.7%
AGREE..........................        2       362    17.9%   17.5%
DISAGREE.......................        3       802    39.5%   43.4%
STRONGLY DISAGREE..............        4       561    27.7%   28.4%
 RESERVED CODES:
   MISSING.....................        8       110     5.4% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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Question   19
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How many times did the following things happen to you
during the last semester or term you completed in school?
```

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---------------
Question   19A                                Tape Pos. 82-83
---------------                               Format: I2

F2D19A     I WAS LATE FOR SCHOOL

I was late for school

                                                       PER-    WCTD
    RESPONSE                     CODES        FREQ     CENT    PCT
   -----------                 ---------     -----    -----   -----
NEVER..........................       00       278    13.7%   16.3%
1-2 TIMES......................       01       392    19.3%   19.4%
3-6 TIMES......................       02       512    25.2%   25.5%
7-9 TIMES......................       03       236    11.6%   13.2%
10-15 TIMES....................       04       144     7.1%    7.4%
OVER 15 TIMES..................       05       353    17.4%   18.3%
 RESERVED CODES:
   MISSING.....................       98       113     5.6% (MISS)
                                             -----    -----   -----
 TOTALS:                                      2028   100.0%  100.0%
```

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---------------
Question   19B                              Tape Pos. 84-85
---------------                             Format: I2

F2D19B     I CUT OR SKIPPED CLASSES

I cut or skipped classes?

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00         563   27.8%  32.1%
1-2 TIMES.......................      01         316   15.6%  14.4%
3-6 TIMES.......................      02         305   15.0%  15.8%
7-9 TIMES.......................      03         170    8.4%   8.0%
10-15 TIMES.....................      04         138    6.8%   7.8%
OVER 15 TIMES...................      05         420   20.7%  21.9%
 RESERVED CODES:
   MULTIPLE RESPONSE............      96           1    0.0% (MISS)
   MISSING......................      98         115    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19C                              Tape Pos. 86-87
---------------                             Format: I2

F2D19C     I MISSED A DAY OF SCHOOL

I missed a day of school

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00          84    4.1%   6.2%
1-2 TIMES.......................      01         234   11.5%  12.6%
3-6 TIMES.......................      02         416   20.5%  19.1%
7-9 TIMES.......................      03         266   13.1%  14.0%
10-15 TIMES.....................      04         254   12.5%  14.4%
OVER 15 TIMES...................      05         648   32.0%  33.7%
 RESERVED CODES:
   MISSING......................      98         126    6.2% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19D                              Tape Pos. 88-89
---------------                             Format: I2

F2D19D     IN TROUBLE FOR NOT FOLLOWING SCHL RULES

I got in trouble for not following school rules

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00         858   42.3%  45.6%
1-2 TIMES.......................      01         462   22.8%  25.0%
3-6 TIMES.......................      02         220   10.8%  10.3%
7-9 TIMES.......................      03         107    5.3%   5.6%
10-15 TIMES.....................      04          88    4.3%   4.0%
OVER 15 TIMES...................      05         179    8.8%   9.4%
 RESERVED CODES:
   MULTIPLE RESPONSE............      96           1    0.0% (MISS)
   MISSING......................      98         113    5.6% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19E                              Tape Pos. 90-91
---------------                             Format: I2

F2D19E     I WAS PUT ON IN-SCHOOL SUSPENSION

I was put on an in inschool suspension

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00        1233   60.8%  66.7%
1-2 TIMES.......................      01         372   18.3%  18.0%
3-6 TIMES.......................      02         145    7.1%   6.8%
7-9 TIMES.......................      03          60    3.0%   2.8%
10-15 TIMES.....................      04          30    1.5%   1.4%
OVER 15 TIMES...................      05          68    3.4%   4.2%
 RESERVED CODES:
   MISSING......................      98         120    5.9% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19F                              Tape Pos. 92-93
---------------                             Format: I2

F2D19F     I WAS SUSPENDED OR PUT ON PROBATION

I was suspended or put on probation from school

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00        1362   67.2%  71.0%
1-2 TIMES.......................      01         339   16.7%  18.4%
3-6 TIMES.......................      02         122    6.0%   6.2%
7-9 TIMES.......................      03          24    1.2%   1.0%
10-15 TIMES.....................      04          22    1.1%   1.0%
OVER 15 TIMES...................      05          45    2.2%   2.4%
 RESERVED CODES:
   MISSING......................      98         114    5.6% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19G                              Tape Pos. 94-95
---------------                             Format: I2

F2D19G     TRANSFERRED FOR DISCIPLINE REASONS

I was transferred to another school for disciplinary
reasons.

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00        1826   90.0%  93.9%
1-2 TIMES.......................      01          78    3.8%   5.6%
3-6 TIMES.......................      02           5    0.2%   0.2%
7-9 TIMES.......................      03           1    0.0%   0.0%
OVER 15 TIMES...................      05           3    0.1%   0.3%
 RESERVED CODES:
   MISSING......................      98         115    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

```
---------------
Question   19H                              Tape Pos. 96-97
---------------                             Format: I2

F2D19H     I WAS ARRESTED

I was arrested.

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00        1725   85.1%  89.4%
1-2 TIMES.......................      01         143    7.1%   8.1%
3-6 TIMES.......................      02          30    1.5%   1.6%
7-9 TIMES.......................      03           8    0.4%   0.5%
10-15 TIMES.....................      04           1    0.0%   0.0%
OVER 15 TIMES...................      05           5    0.2%   0.4%
 RESERVED CODES:
   MISSING......................      98         116    5.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   19I                              Tape Pos. 98-99
---------------                             Format: I2

F2D19I     SPENT TIME IN JUVENILE HOME/DETENTION

I spent time in a juvenile home/detention center.

                                                       PER-   WGTD
     RESPONSE                   CODES          FREQ    CENT   PCT
   -----------                ---------       -----   -----  -----
NEVER...........................      00        1769   87.2%  92.1%
1-2 TIMES.......................      01         106    5.2%   5.9%
3-6 TIMES.......................      02          17    0.8%   0.8%
7-9 TIMES.......................      03          10    0.5%   0.6%
10-15 TIMES.....................      04           4    0.2%   0.2%
OVER 15 TIMES...................      05           8    0.4%   0.3%
 RESERVED CODES:
   MISSING......................      98         114    5.6% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

Question 20

Tape Pos. 100-101
Format: I2

F2D20 DESCRIBE PROGRAM OF LAST SCHL ATTENDED

In the last high school you attended, which of the following best describes the type of program you were in?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER ATTENDED HIGH SCHOOL....	00	71	3.5%	4.1%
GENERAL HIGH SCHOOL PROGRAM...	01	1281	63.2%	62.8%
COLLEGE PREP, ACADEMIC, OR SPECIALIZED ACADEMIC....	02	126	6.2%	4.8%
INDUSTRIAL ARTS/TECHNOLOGY EDUCATION....................	03	36	1.8%	1.4%
AGRICULTURAL OCCUPATIONS......	04	11	0.5%	0.6%
BUSINESS OR OFFICE OCCUPATIONS	05	37	1.8%	2.8%
MARKETING OR DISTRIBUTIVE EDUCATION....................	06	12	0.6%	0.5%
HEALTH OCCUPATIONS............	07	13	0.6%	0.8%
HOME ECONOMICS OCCUPATIONS....	08	32	1.6%	1.5%
CONSUMER AND HOMEMAKING EDUCATION....................	09	4	0.2%	0.2%
TECHNICAL OCCUPATIONS.........	10	15	0.7%	1.0%
TRADE OR INDUSTRIAL OCCUPATIONS..................	11	49	2.4%	2.8%
OTHER SPECIALIZED HIGH SCHOOL PROGRAM......................	12	31	1.5%	2.7%
SPECIAL EDUCATION PROGRAM.....	13	49	2.4%	3.1%
DON'T KNOW....................	14	117	5.8%	5.5%
ALTERNATIVE, STAY-IN-SCHOOL, OR DROPOUT PREVENTIVE PROGRAM.	15	102	5.0%	5.5%
RESERVED CODES:				
MULTIPLE RESPONSE..........	96	20	1.0%	(MISS)
MISSING....................	98	22	1.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21

Did anyone from your school do any of the following the last time you stopped going to school?

Question 21A

Tape Pos. 102-102
Format: I1

F2D21A OFFERED TO SEND R TO ANOTHER SCHOOL

Offered to send me to another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	229	11.3%	12.3%
NO............................	2	1742	85.9%	87.7%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	55	2.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21B

Tape Pos. 103-103
Format: I1

F2D21B OFFERED TO PUT R IN A SPECIAL PROGRAM

Offered to put me in a special program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	343	16.9%	18.1%
NO............................	2	1626	80.2%	81.9%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21C

Tape Pos. 104-104
Format: I1

F2D21C OFFERED SPECIAL TUTORING

Offered special tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	255	12.6%	13.3%
NO............................	2	1711	84.4%	86.7%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	60	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21D

Tape Pos. 105-105
Format: I1

F2D21D OFFERED TO HELP R MAKE UP WORK MISSED

Offered to help me make up work I missed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	612	30.2%	28.3%
NO............................	2	1358	67.0%	71.7%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21E

Tape Pos. 106-106
Format: I1

F2D21E OFFERED HELP WITH PERSONAL PROBLEMS

Offered to help me with personal problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	541	26.7%	28.1%
NO............................	2	1429	70.5%	71.9%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21F

Tape Pos. 107-107
Format: I1

F2D21F TOLD ME I COULD COME BACK W/CERTAIN GPA

Told me I could come back if I kept a certain grade point average

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	297	14.6%	14.6%
NO............................	2	1671	82.4%	85.4%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	57	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21G

Tape Pos. 108-108
Format: I1

F2D21G COULD COME BACK IF I DIDN'T MISS SCHOOL

Told me I could come back if I didn't miss school so often

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	388	19.1%	19.2%
NO............................	2	1580	77.9%	80.8%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	58	2.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 21M

Tape Pos. 109-109
Format: I1

F2D21M COULD COME BACK IF I FOLLOW SCHOOL RULES

Told me I could come back if I followed school discipline rules

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	256	12.6%	13.6%
NO	2	1709	84.3%	86.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	3	0.1%	(MISS)
MISSING	8	59	2.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21I

Tape Pos. 110-110
Format: I1

F2D21I TRIED TO TALK ME INTO STAYING

Tried to talk me into staying

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	797	39.3%	39.3%
NO	2	1176	58.0%	60.7%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	52	2.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21J

Tape Pos. 111-111
Format: I1

F2D21J TOLD ME I COULDN'T COME BACK

Told me I couldn't come back

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	323	15.9%	17.1%
NO	2	1642	81.0%	82.9%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	59	2.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21K

Tape Pos. 112-112
Format: I1

F2D21K I WAS EXPELLED

Expelled or suspended me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	339	16.7%	15.9%
NO	2	1630	80.4%	84.1%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 21L

Tape Pos. 113-113
Format: I1

F2D21L CALLED OR VISITED MY HOME

Called or visited my home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	479	23.6%	23.6%
NO	2	1490	73.5%	76.4%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22

Did your parents or guardians do any of the following the last time you stopped going to school?

Question 22A

Tape Pos. 114-114
Format: I1

F2D22A OFFERED TO SEND ME TO ANOTHER SCHOOL

Offered to send me to another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	590	29.1%	32.4%
NO	2	1374	67.8%	67.6%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	61	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22B

Tape Pos. 115-115
Format: I1

F2D22B OFFERED TO PUT ME IN A SPECIAL PROGRAM

Offered to put me in a special program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	336	16.6%	19.9%
NO	2	1622	80.0%	80.1%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	67	3.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22C

Tape Pos. 116-116
Format: I1

F2D22C OFFERED SPECIAL TUTORING

Offered special tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	289	14.3%	16.4%
NO	2	1670	82.3%	83.6%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	65	3.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22D

Tape Pos. 117-117
Format: I1

F2D22D OFFERED TO HELP ME MAKE UP MISSED WORK

Offered to help me make up work I missed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	553	27.3%	29.2%
NO	2	1405	69.3%	70.8%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	67	3.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22E

Tape Pos. 118-118
Format: I1

F2D22E OFFERED TO HELP WITH PERSONAL PROBLEMS

Offered to help me with personal problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	957	47.2%	50.6%
NO	2	998	49.2%	49.4%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	70	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22F

Tape Pos. 119-119
Format: I1

F2D22F TRIED TO TALK ME INTO STAYING IN SCHOOL

Tried to talk me into staying in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1437	70.9%	75.1%
NO	2	525	25.9%	24.9%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	63	3.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22G

Tape Pos. 120-120
Format: I1

F2D22G TOLD ME IT WAS 'OK' TO LEAVE

Told me it was "OK" to leave

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	376	18.5%	20.0%
NO	2	1575	77.7%	80.0%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	74	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22H

Tape Pos. 121-121
Format: I1

F2D22H TOLD ME THEY WERE UPSET

Told me they were upset

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1277	63.0%	66.1%
NO	2	685	33.8%	33.9%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	63	3.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22I

Tape Pos. 122-122
Format: I1

F2D22I PUNISHED ME FOR LEAVING SCHOOL

Punished me for leaving school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	211	10.4%	11.3%
NO	2	1739	85.7%	88.7%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	75	3.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22J

Tape Pos. 123-123
Format: I1

F2D22J TOLD ME IT WAS MY DECISION TO MAKE

Told me it was my decisiun to make

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1324	65.3%	67.8%
NO	2	631	31.1%	32.2%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	70	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22K

Tape Pos. 124-124
Format: I1

F2D22K CALLED MY PRINCIPLE/TEACHER

Called my principle/teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	465	22.9%	23.0%
NO	2	1490	73.5%	77.0%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	70	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22L

Tape Pos. 125-125
Format: I1

F2D22L CALLED SCHOOL COUNSELOR

Called a school counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	463	22.8%	23.8%
NO	2	1491	73.5%	76.2%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 22M

Tape Pos. 126-126
Format: I1

F2D22M OFFERED TO ARRANGE OUTSIDE COUNSELING

Offered to arrange for outside counseling for me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	249	12.3%	12.7%
NO	2	1704	84.0%	87.3%
RESERVED CODES:				
REFUSED	7	3	0.1%	(MISS)
MISSING	8	72	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 23

Since leaving school, have you enrolled in an educational institution, such as a vocational or trade, or college?

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Question   23A                          Tape Pos. 127-127
--------------                          Format: I1

F2D23A     SINCE LEFT SCHL, ENROLLED TECH/VOC

Technical, vocational or trade school

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     232   11.4%  13.5%
NO.............................        2    1729   85.3%  86.5%
 RESERVED CODES:
   REFUSED.....................        7       2    0.1% (MISS)
   MISSING.....................        8      65    3.2% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
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--------------
Question   23B                          Tape Pos. 128-128
--------------                          Format: I1

F2D23B     SINCE LEFT SCHL, ENROLLED 2YR CC:TECH

Two-year junior/community college:technical, vocational or
trade program:

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1      67    3.3%   4.0%
NO.............................        2    1888   93.1%  96.0%
 RESERVED CODES:
   REFUSED.....................        7       3    0.1% (MISS)
   MISSING.....................        8      70    3.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
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--------------
Question   23C                          Tape Pos. 129-129
--------------                          Format: I1

F2D23C     SINCE LEFT SCHL, ENROLLED 2YR CC:ACAD

Two year junior/community college:academic program

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1      58    2.9%   2.5%
NO.............................        2    1897   93.5%  97.5%
 RESERVED CODES:
   REFUSED.....................        7       3    0.1% (MISS)
   MISSING.....................        8      70    3.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
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--------------
Question   23D                          Tape Pos. 130-130
--------------                          Format: I1

F2D23D     SINCE LEFT SCHL, ENROLLED 4 YEAR COLLEGE

four year-college or university

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1      39    1.9%   2.5%
NO.............................        2    1916   94.5%  97.5%
 RESERVED CODES:
   REFUSED.....................        7       3    0.1% (MISS)
   MISSING.....................        8      70    3.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   23E                          Tape Pos. 131-131
--------------                          Format: I1

F2D23E     SINCE LEFT SCHL, ENROLLED IN GED PROG

GED

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     805   39.7%  40.7%
NO.............................        2    1158   57.1%  59.3%
 RESERVED CODES:
   MULTIPLE RESPONSE...........        6       1    0.0% (MISS)
   REFUSED.....................        7       1    0.0% (MISS)
   MISSING.....................        8      63    3.1% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
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Question   24
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In the past 2 years, did any of the following things happen
to you?
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Question   24A                          Tape Pos. 132-132
--------------                          Format: I1

F2D24A     LOOKED INTO ALTERNATIVE SCHOOL/GED PRGM

I looked into an alternative school

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     663   32.7%  35.4%
NO.............................        2    1274   62.8%  64.6%
 RESERVED CODES:
   MISSING.....................        8      91    4.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   24B                          Tape Pos. 133-133
--------------                          Format: I1

F2D24B     I SAW A COUNSELOR/SOCIAL WORKER

I saw a counselor/social worker

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     461   22.7%  23.6%
NO.............................        2    1475   72.7%  76.4%
 RESERVED CODES:
   MISSING.....................        8      92    4.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   24C                          Tape Pos. 134-134
--------------                          Format: I1

F2D24C     WENT TO A YOUTH CENTER/OUTREACH PROGRM

I went to a youth center or outreach program

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     128    6.3%   6.1%
NO.............................        2    1806   89.1%  93.9%
 RESERVED CODES:
   MISSING.....................        8      94    4.6% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   24D                          Tape Pos. 135-135
--------------                          Format: I1

F2D24D     I WENT TO FAMILY COUNSELING

I went to family counseling

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     159    7.8%   8.5%
NO.............................        2    1777   87.6%  91.5%
 RESERVED CODES:
   MISSING.....................        8      92    4.5% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   24E                          Tape Pos. 136-136
--------------                          Format: I1

F2D24E     I DID WORK FOR MY RELIGIOUS GROUP

I did work for my religious group

                                                    PER-   WCTD
     RESPONSE                    CODES     FREQ     CENT   PCT
    ----------                  --------   -----   -----  -----
YES............................        1     120    5.9%   6.4%
NO.............................        2    1814   89.4%  93.6%
 RESERVED CODES:
   MISSING.....................        8      94    4.6% (MISS)
                                           -----   -----  -----
 TOTALS:                                    2028  100.0% 100.0%
```

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--------------
Question   24F                                  Tape Pos. 137-137
--------------                                  Format: I1

F2D24F     I WAS IN A DRUG REHABILITATION PROGRAM

I was in a drug rehabilitation

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1          83     4.1%    4.2%
NO.............................         2        1849    91.2%   95.8%
 RESERVED CODES:
   MULTIPLE RESPONSE...........         6           1     0.0%  (MISS)
   MISSING.....................         8          95     4.7%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

```
--------------
Question   24G                                  Tape Pos. 138-138
--------------                                  Format: I1

F2D24G     I WAS IN ALCOHOL REHABILITATION PROGRAM

I was in a alcohol rehabilitation program

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1          91     4.5%    4.4%
NO.............................         2        1842    90.8%   95.6%
 RESERVED CODES:
   MISSING.....................         8          95     4.7%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

```
--------------
Question   24H                                  Tape Pos. 139-139
--------------                                  Format: I1

F2D24H     FAILED COMPETENCY TEST FOR HS GRADUATION

I failed a competency test required for high school
graduation

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1          99     4.9%    4.7%
NO.............................         2        1831    90.3%   95.3%
 RESERVED CODES:
   MISSING.....................         8          98     4.8%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

```
--------------
Question   24I                                  Tape Pos. 140-140
--------------                                  Format: I1

F2D24I     I WAS HELD BACK A GRADE IN SCHOOL

I was held back a grade in school

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1         464    22.9%   23.3%
NO.............................         2        1469    72.4%   76.7%
 RESERVED CODES:
   MISSING.....................         8          95     4.7%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

```
--------------
Question   24J                                  Tape Pos. 141-141
--------------                                  Format: I1

F2D24J     I FAILED A COURSE IN SCHOOL

I failed a course in school

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1         951    46.9%   46.3%
NO.............................         2         983    48.5%   53.7%
 RESERVED CODES:
   MISSING.....................         8          94     4.6%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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--------------
Question   25                                   Tape Pos. 142-142
--------------                                  Format: I1

F2D25      HAS R PARTICIPATED IN ALTERNATIVE PROG

Have you ever participated in an alternative program?

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1         474    23.4%   24.3%
NO.............................         2        1483    73.1%   75.7%
 RESERVED CODES:
   MISSING.....................         8          71     3.5%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

```
---------------
Question   26AM                                 Tape Pos. 143-144
---------------                                 Format: I2

F2D26AM    MONTH R ENTERED RECENT ALTERNATIVE PROG

When did you enter the most recent alternative program in
which you have participated. (month)

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
JANUARY........................        01          67     3.3%   12.2%
FEBRUARY.......................        02          41     2.0%    8.2%
MARCH..........................        03          50     2.5%   10.7%
APRIL..........................        04          30     1.5%    6.6%
MAY............................        05          24     1.2%    4.8%
JUNE...........................        06          26     1.3%    5.9%
JULY...........................        07          14     0.7%    3.7%
AUGUST.........................        08          36     1.8%    8.1%
SEPTEMBER......................        09          91     4.5%   23.6%
OCTOBER........................        10          23     1.1%    6.0%
NOVEMBER.......................        11          27     1.3%    5.5%
DECEMBER.......................        12          17     0.8%    4.9%
 RESERVED CODES:
   MULTIPLE RESPONSE...........        96           4     0.2%  (MISS)
   MISSING.....................        98          95     4.7%  (MISS)
   LEGITIMATE SKIP.............        99        1483    73.1%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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---------------
Question   26AV                                 Tape Pos. 145-146
---------------                                 Format: I2

F2D26AV    YEAR R ENTERED RECENT ALTERNATIVE PROG

When did you enter the most recent alternative program in
which you have participated. (year)

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
1987 OR BEFORE.................        01           4     0.2%    0.7%
1988...........................        02          13     0.6%    2.6%
1989...........................        03          30     1.5%    5.4%
1990...........................        04          91     4.5%   20.4%
1991...........................        05         208    10.3%   48.3%
1992...........................        06         115     5.7%   22.6%
 RESERVED CODES:
   MULTIPLE RESPONSE...........        96           2     0.1%  (MISS)
   MISSING.....................        98          82     4.0%  (MISS)
   LEGITIMATE SKIP.............        99        1483    73.1%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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---------------
Question   26B                                  Tape Pos. 147-147
---------------                                 Format: I1

F2D26B     R STILL ENROLLED IN ALTERNATIVE PROG

Are you still enrolled in this program?

                                                         PER-    WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    ---------     -----    -----   -----
YES............................         1         139     6.9%   27.1%
NO, I LEFT BEFORE COMPLETING
THE PROGRAM....................         2         252    12.4%   58.2%
NO, I COMPLETED THE PROGRAM....         3          80     3.9%   14.7%
 RESERVED CODES:
   MISSING.....................         8          74     3.6%  (MISS)
   LEGITIMATE SKIP.............         9        1483    73.1%  (MISS)
                                                -----    -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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--------------
Question   26CM                                Tape Pos. 148-149
--------------                                 Format: I2

F2D26CM    MONTH R LEFT ALTERNATIVE PROG

When did you leave or complete the most recent alternative
program ?
(month)

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
JANUARY.........................       01       43     2.1%   13.2%
FEBRUARY........................       02       25     1.2%   10.0%
MARCH...........................       03       26     1.3%    7.8%
APRIL...........................       04       32     1.6%    7.2%
MAY.............................       05       25     1.2%   12.3%
JUNE............................       06       30     1.5%    7.3%
JULY............................       07        8     0.4%    2.4%
AUGUST..........................       08       20     1.0%    5.4%
SEPTEMBER.......................       09       22     1.1%    7.1%
OCTOBER.........................       10       26     1.3%   10.0%
NOVEMBER........................       11       31     1.5%    8.7%
DECEMBER........................       12       32     1.6%    8.6%
 RESERVED CODES:
   MULTIPLE RESPONSE............       96        1     0.0% (MISS)
   MISSING......................       98       85     4.2% (MISS)
   LEGITIMATE SKIP..............       99     1622    80.0% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
```

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Question   26CY                                Tape Pos. 150-151
--------------                                 Format: I2

F2D26CY    YEAR R LEFT ALTERNATIVE PROG

When did you leave or complete the most recent alternative
progam? (Yr)

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
1987 OR BEFORE..................       01        2     0.1%    0.5%
1988............................       02        5     0.2%    1.2%
1989............................       03        9     0.4%    1.9%
1990............................       04       61     3.0%   16.3%
1991............................       05      145     7.1%   46.4%
1992............................       06      103     5.1%   33.7%
 RESERVED CODES:
   MULTIPLE RESPONSE............       96        1     0.0% (MISS)
   MISSING......................       98       80     3.9% (MISS)
   LEGITIMATE SKIP..............       99     1622    80.0% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   27
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Which of the following people referred you to this
alternative program?
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Question   27A                                 Tape Pos. 152-152
--------------                                 Format: I1

F2D27A     PARENTS REFERRED TO ALTERNATIVE PROG

Parent(s) referred you to this alternative program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1      177     8.7%   40.7%
NO..............................        2      276    13.6%   59.3%
 RESERVED CODES:
   MISSING......................        8       92     4.5% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
```

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Question   27B                                 Tape Pos. 153-153
--------------                                 Format: I1

F2D27B     SIBLING REFERRED TO ALTERNATIVE PROG

Brother(s)/Sister(s) referred you to this alternative
program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1       47     2.3%   11.0%
NO..............................        2      402    19.8%   89.0%
 RESERVED CODES:
   MISSING......................        8       96     4.7% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
```

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Question   27C                                 Tape Pos. 154-154
--------------                                 Format: I1

F2D27C     TEACHER REFERRED TO ALTERNATIVE PROG

A teacher referred you to this alternative program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1       98     4.8%   23.9%
NO..............................        2      355    17.5%   76.1%
 RESERVED CODES:
   MISSING......................        8       92     4.5% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
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Question   27D                                 Tape Pos. 155-155
--------------                                 Format: I1

F2D27D     PRINCIPAL REFERRED R TO ALTERNATIVE PROG

School principle referred you to this alternative program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1       93     4.6%   20.2%
NO..............................        2      359    17.7%   79.8%
 RESERVED CODES:
   MISSING......................        8       93     4.6% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
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Question   27E                                 Tape Pos. 156-156
--------------                                 Format: I1

F2D27E     SCHL COUNSELOR REFRD TO ALTERNATIVE PROG

School counselor referred you to this alternative program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1      153     7.5%   35.6%
NO..............................        2      301    14.8%   64.4%
 RESERVED CODES:
   MISSING......................        8       91     4.5% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
```

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Quest on   27F                                 Tape Pos. 157-157
--------------                                 Format: I1

F2D27F     FRIEND REFERRED TO ALTERNATIVE PROG

A friend referred you to this alternative program?

                                                       PER-    WGTD
     RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                    ---------   -----   -----   -----
YES.............................        1      194     9.6%   41.4%
NO..............................        2      260    12.8%   58.6%
 RESERVED CODES:
   MISSING......................        8       91     4.5% (MISS)
   LEGITIMATE SKIP..............        9     1483    73.1% (MISS)
 TOTALS:                                     -----    -----   -----
                                              2028   100.0%  100.0%
```

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Question 27C

Tape Pos. 158-158
Format: I1

F2D27C RELATIVE REFERRED TO ALTERNATIVE PROG

A relative referred you to this alternative program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	95	4.7%	19.3%
NO	2	356	17.6%	80.7%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 27H

Tape Pos. 159-159
Format: I1

F2D27H MINISTER REFERRED TO ALTERNATIVE PROG

A minister referred you to this alternative program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8	0.4%	4.0%
NO	2	440	21.7%	96.0%
RESERVED CODES:				
MISSING	8	97	4.8%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 27I

Tape Pos. 160-160
Format: I1

F2D27I SOCIAL WRKR REFERRED TO ALTERNATIVE PROG

A social worker you to this alternative program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	45	2.2%	10.9%
NO	2	404	19.9%	89.1%
RESERVED CODES:				
MISSING	8	96	4.7%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 27J

Tape Pos. 161-161
Format: I1

F2D27J ADULT FRIEND REFERRD TO ALTERNATIVE PROG

An adult friend referred you to this alternative program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	105	5.2%	22.9%
NO	2	346	17.1%	77.1%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 27K

Tape Pos. 162-162
Format: I1

F2D27K R CHOSE PROGRAM ALONE

I identified and chose the program myself?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	176	8.7%	42.6%
NO	2	269	13.3%	57.4%
RESERVED CODES:				
MISSING	8	100	4.9%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: item F2D27L was inadvertently included in the Dropout questionnaire. Since F2D27L was equivalent to F2D27K, F2D27L was eliminated.

Question 28

Tape Pos. 163-163
Format: I1

F2D28 WHY DID R CHOOSE THIS PROGRAM

Why did you enter this alternative program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	90	4.4%	16.8%
DATA PRESENT	1	455	22.4%	83.2%
RESERVED CODES:				
LEGITIMATE SKIPM	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29

Have you received or did you receive any of the following services from this program?

Question 29A

Tape Pos. 164-164
Format: I1

F2D29A R REC'D SPECIAL INSTRUCTIONAL PROGRAM

Special instructional programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	130	6.4%	31.9%
NO	2	258	12.7%	51.6%
PROGRAM DOES/DID NOT OFFER	3	80	3.9%	16.6%
RESERVED CODES:				
MISSING	8	77	3.8%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29B

Tape Pos. 165-165
Format: I1

F2D29B R REC'D TUTORING BY TEACHERS

Tutoring by teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	153	7.5%	33.0%
NO	2	269	13.3%	56.5%
PROGRAM DOES/DID NOT OFFER	3	50	2.5%	10.5%
RESERVED CODES:				
MISSING	8	73	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29C

Tape Pos. 166-166
Format: I1

F2D29C R REC'D TUTORING BY STUDENTS

Tutoring by other students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	60	3.0%	17.3%
NO	2	344	17.0%	67.5%
PROGRAM DOES/DID NOT OFFER	3	64	3.2%	15.2%
RESERVED CODES:				
MISSING	8	77	3.8%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 29D

Tape Pos. 167-167
Format: I1

F2D29D R REC'D INCENTIVES FOR PERFORMANCE

Incentives or rewards for attendance or classroom performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	114	5.6%	27.8%
NO	2	287	14.2%	57.8%
PROGRAM DOES/DID NOT OFFER	3	70	3.5%	14.4%
RESERVED CODES:				
MISSING	8	74	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29E

Tape Pos. 168-168
Format: I1

F2D29E R REC'D INDIVIDUAL/GROUP COUNSELING

Individual or group counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	138	6.8%	29.2%
NO	2	258	12.7%	52.2%
PROGRAM DOES/DID NOT OFFER	3	77	3.8%	18.6%
RESERVED CODES:				
MISSING	8	72	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29F

Tape Pos. 169-169
Format: I1

F2D29F R REC'D CAREER COUNSELING

Career Counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	158	7.8%	36.8%
NO	2	250	12.3%	48.9%
PROGRAM DOES/DID NOT OFFER	3	61	3.0%	14.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	75	3.7%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29G

Tape Pos. 170-170
Format: I1

F2D29G R REC'D JOB PLACEMENT HELP

Job placement assistance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	126	6.2%	28.9%
NO	2	270	13.3%	55.3%
PROGRAM DOES/DID NOT OFFER	3	76	3.7%	15.8%
RESERVED CODES:				
MISSING	8	73	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29H

Tape Pos. 171-171
Format: I1

F2D29H R REC'D HEALTH CARE REFERRALS

Health care or health care referrals

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	45	2.2%	8.4%
NO	2	327	16.1%	67.8%
PROGRAM DOES/DID NOT OFFER	3	99	4.9%	23.8%
RESERVED CODES:				
MISSING	8	74	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 29I

Tape Pos. 172-172
Format: I1

F2D29I R REC'D CHILDCARE

Childcare or nurseries for your children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	49	2.4%	9.9%
NO	2	309	15.2%	63.3%
PROGRAM DOES/DID NOT OFFER	3	110	5.4%	26.8%
RESERVED CODES:				
MISSING	8	[illegible]	3.8%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 30

Tape Pos. 173-173
Format: I1

F2D30 # ALTERNATIVE PROGS R PARTICIPATED IN

Altogether, in how many alternative programs have you participated?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1	1	369	18.2%	75.9%
2	2	71	3.5%	16.8%
3 - 4	3	29	1.4%	6.4%
5 OR MORE	4	4	0.2%	0.8%
RESERVED CODES:				
MISSING	8	72	3.6%	(MISS)
LEGITIMATE SKIP	9	1483	73.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 31

Tape Pos. 174-174
Format: I1

F2D31 PLAN TO GET A HIGH SCHOOL DIPLOMA OR GED

Do you plan to get a GED, high school diploma, or its equivalent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE A GED OR OTHER EQUIVALENT	1	161	7.9%	7.4%
YES	2	1636	80.7%	82.2%
NO	3	213	10.5%	10.4%
RESERVED CODES:				
MISSING	8	18	0.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 32M

Tape Pos. 175-176
Format: I2

F2D32M MONTH RECEIVED GED OR EQUIVALENT

When did you receive your GED, or equivalent? 'month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	11	0.5%	9.4%
FEBRUARY	02	20	1.0%	14.3%
MARCH	03	11	0.5%	6.3%
APRIL	04	19	0.9%	10.3%
MAY	05	16	0.8%	11.7%
JUNE	06	28	1.4%	17.5%
JULY	07	8	0.4%	4.7%
AUGUST	08	7	0.3%	3.1%
SEPTEMBER	09	8	0.4%	4.1%
OCTOBER	10	7	0.3%	5.0%
NOVEMBER	11	6	0.3%	4.7%
DECEMBER	12	9	0.4%	9.0%
RESERVED CODES:				
MISSING	98	29	1.4%	(MISS)
LEGITIMATE SKIP	99	1849	91.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 32Y

Tape Pos. 177-178
Format: I2

F2D32Y YEAR RECEIVED GED OR EQUIVALENT

When did you receive your GED, or equivalent? Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	6	0.3%	2.7%
1990	90	16	0.8%	16.1%
1991	91	74	3.6%	46.4%
1992	92	60	3.0%	34.8%
RESERVED CODES:				
MISSING	98	23	1.1%	(MISS)
LEGITIMATE SKIP	99	1849	91.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 33A

Tape Pos. 179-179
Format: I1

F2D33A CURRENTLY TAKING GED PREPARATION CLASS

Are you currently taking a class to prepare for the GED examination?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	285	14.1%	20.2%
NO	2	1296	63.9%	79.8%
RESERVED CODES:				
MISSING	8	73	3.6%	(MISS)
LEGITIMATE SKIP	9	374	18.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 33B

Do you plan to do either of the following?

Question 33BA

Tape Pos. 180-180
Format: I1

F2D33BA R PLANS TO RETURN TO SCHOOL

Go back to school to get a high school diploma?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	352	17.4%	30.4%
NO	2	737	36.3%	69.6%
RESERVED CODES:				
MISSING	8	280	13.8%	(MISS)
LEGITIMATE SKIP	9	659	32.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 33BB

Tape Pos. 181-181
Format: I1

F2D33BB R TO ENROLL IN GED PREPARATION CLASS

Enroll in a class to prepare for taking the GED or othe equivalency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	954	47.0%	78.5%
NO	2	265	13.1%	21.5%
RESERVED CODES:				
MISSING	8	150	7.4%	(MISS)
LEGITIMATE SKIP	9	659	32.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 34M

Tape Pos. 182-183
Format: I2

F2D34M MONTH R EXPECTS DIPLOMA/EQUIVALENCY

About when do you expect to receive a high school diploma, or to take the examination for the GED or other high school equivalency exam? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	42	2.1%	3.9%
FEBRUARY	02	14	0.7%	1.2%
MARCH	03	25	1.2%	3.2%
APRIL	04	37	1.8%	4.5%
MAY	05	104	5.1%	13.3%
JUNE	06	167	8.2%	20.7%
JULY	07	65	3.2%	12.8%
AUGUST	08	70	3.5%	10.3%
SEPTEMBER	09	95	4.7%	16.0%
OCTOBER	10	29	1.4%	2.6%
NOVEMBER	11	22	1.1%	3.3%
DECEMBER	12	42	2.1%	8.1%
RESERVED CODES:				
MISSING	98	110	5.4%	(MISS)
LEGITIMATE SKIP	99	1206	59.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 34Y

Tape Pos. 184-186
Format: I3

F2D34Y YEAR R EXPECTS DIPLOMA/EQUIVALENCY

About when do you expect to receive a high school diploma, or take the examination for the GED or other high school equivalency exam? (Year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1992	092	522	25.7%	73.0%
1993	093	195	9.6%	24.4%
1994	094	20	1.0%	2.1%
1995	095	5	0.2%	0.4%
RESERVED CODES:				
MISSING	998	80	3.9%	(MISS)
LEGITIMATE SKIP	999	1206	59.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 34A

Tape Pos. 187-187
Format: I1

F2D34A R DOESN'T KNOW EXPECTED DATE

About when do you expect to receive a high school diploma, or take the examination for the GED or other high school equivalency exam? (Don't Know)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	832	41.0%	100.0%
RESERVED CODES:				
MISSING	8	120	5.9%	(MISS)
LEGITIMATE SKIP	9	1076	53.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 35

How often do you spend time on the following activities?

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Question   35A                         Tape Pos. 188-188
---------------                        Format: I1

F2D35A     TIME R SPENDS USING COMPUTERS

Using personal computers, not including playing
video/computer games

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1    1384    68.2%   76.9%
LESS THAN ONCE A WEEK...........        2     179     8.8%    8.5%
ONCE OR TWICE A WEEK............        3     173     8.5%   10.9%
EVERY DAY OR ALMOST EVERY DAY.          4      91     4.5%    3.7%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     200     9.9% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35B                         Tape Pos. 189-189
---------------                        Format: I1

F2D35B     TIME R SPENDS DOING HOBBIES, ARTS

Working on hobbies, arts, or crafts on your own

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1     704    34.7%   38.4%
LESS THAN ONCE A WEEK...........        2     349    17.2%   19.4%
ONCE OR TWICE A WEEK............        3     451    22.2%   23.5%
EVERY DAY OR ALMOST EVERY DAY.          4     324    16.0%   18.7%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     199     9.8% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35C                         Tape Pos. 190-190
---------------                        Format: I1

F2D35C     TIME R SPENDS IN RELIGIOUS ACTIVITIES

Participating in religious activities

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1    1323    65.2%   71.6%
LESS THAN ONCE A WEEK...........        2     248    12.2%   14.7%
ONCE OR TWICE A WEEK............        3     211    10.4%   11.0%
EVERY DAY OR ALMOST EVERY DAY.          4      43     2.1%    2.6%
 RESERVED CODES:
   MISSING......................        8     203    10.0% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35D                         Tape Pos. 191-191
---------------                        Format: I1

F2D35D     TIME R SPENDS IN YOUTH GROUPS

Participating in youth groups or recreational programs

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1    1563    77.1%   85.1%
LESS THAN ONCE A WEEK...........        2     125     6.2%    6.6%
ONCE OR TWICE A WEEK............        3      99     4.9%    5.8%
EVERY DAY OR ALMOST EVERY DAY.          4      36     1.8%    2.5%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     204    10.1% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35E                         Tape Pos. 192-192
---------------                        Format: I1

F2D35E     TIME R SPENDS VOLUNTEERING

Doing volunteer or community service

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1    1598    78.8%   86.6%
LESS THAN ONCE A WEEK...........        2     125     6.2%    7.2%
ONCE OR TWICE A WEEK............        3      69     3.4%    4.5%
EVERY DAY OR ALMOST EVERY DAY.          4      32     1.6%    1.7%
 RESERVED CODES:
   MISSING......................        8     204    10.1% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35F                         Tape Pos. 193-193
---------------                        Format: I1

F2D35F     TIME R SPENDS DRIVING AROUND

Driving or riding around (alone or with friends)

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1     333    16.4%   19.6%
LESS THAN ONCE A WEEK...........        2     247    12.2%   11.7%
ONCE OR TWICE A WEEK............        3     520    25.6%   26.8%
EVERY DAY OR ALMOST EVERY DAY.          4     725    35.7%   41.9%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     202    10.0% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35G                         Tape Pos. 194-194
---------------                        Format: I1

F2D35G     TIME R SPENDS TALKING WITH FRIENDS

Talking or doing things with your friends

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1     173     8.5%    8.9%
LESS THAN ONCE A WEEK...........        2     248    12.2%   12.9%
ONCE OR TWICE A WEEK............        3     522    25.7%   25.8%
EVERY DAY OR ALMOST EVERY DAY.          4     880    43.4%   52.4%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     204    10.1% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35H                         Tape Pos. 195-195
---------------                        Format: I1

F2D35H     TIME R SPENDS TALKING WITH PARENTS

Talking or doing things with your mother or father

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1     321    15.8%   16.8%
LESS THAN ONCE A WEEK...........        2     395    19.5%   19.7%
ONCE OR TWICE A WEEK............        3     554    27.3%   30.8%
EVERY DAY OR ALMOST EVERY DAY.          4     554    27.3%   32.6%
 RESERVED CODES:
   MISSING......................        8     204    10.1% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35I                         Tape Pos. 196-196
---------------                        Format: I1

F2D35I     TIME R SPENDS TALKING WITH OTHER ADULTS

Talking or, doing things with other adults

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1     305    15.0%   14.3%
LESS THAN ONCE A WEEK...........        2     381    18.8%   19.5%
ONCE OR TWICE A WEEK............        3     561    27.7%   33.0%
EVERY DAY OR ALMOST EVERY DAY.          4     575    28.4%   33.2%
 RESERVED CODES:
   MULTIPLE RESPONSE............        6       1     0.0% (MISS)
   MISSING......................        8     205    10.1% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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---------------
Question   35J                         Tape Pos. 197-197
---------------                        Format: I1

F2D35J     TIME R SPENDS TAKING CLASSES

Taking classes (music, art, language, dance)

                                                       PER-    WGTD
    RESPONSE                      CODES     FREQ      CENT    PCT
  -----------                   ---------   -----    -----   -----
NEVER/RARELY....................        1    1668    82.2%   92.4%
LESS THAN ONCE A WEEK...........        2      50     2.5%    2.7%
ONCE OR TWICE A WEEK............        3      51     2.5%    1.9%
EVERY DAY OR ALMOST EVERY DAY.          4      49     2.4%    3.0%
 RESERVED CODES:
   MISSING......................        8     210    10.4% (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
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Question   35K                                  Tape Pos. 198-198
---------------                                 Format: I1

F2D35K     TIME R SPENDS TAKING SPORTS LESSONS

Taking sports lessons

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NEVER/RARELY....................        1        1662    82.0%   89.4%
LESS THAN ONCE A WEEK...........        2          67     3.3%    4.7%
ONCE OR TWICE A WEEK............        3          48     2.4%    3.0%
EVERY DAY OR ALMOST EVERY DAY.          4          45     2.2%    2.9%
 RESERVED CODES:
   MISSING......................        8         206    10.2%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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---------------
Question   35L                                  Tape Pos. 199-199
---------------                                 Format: I1

F2D35L     TIME R SPENDS PLAYING SPORTS

Participating in sports

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NEVER/RARELY....................        1        1208    59.6%   65.3%
LESS THAN ONCE A WEEK...........        2         172     8.5%   10.6%
ONCE OR TWICE A WEEK............        3         275    13.6%   14.2%
EVERY DAY OR ALMOST EVERY DAY.          4         174     8.6%    9.9%
 RESERVED CODES:
   MISSING......................        8         199     9.8%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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III. YOUR PLANS FOR THE FUTURE

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Question   36
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How important is each of the following to you in your life?
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Question   36A                                  Tape Pos. 200-200
---------------                                 Format: I1

F2D36A     IMPORTANCE OF BEING SUCCESSFUL IN WORK

Being successful in my line of work

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1          55     2.7%    2.3%
SOMEWHAT IMPORTANT..............        2         352    17.4%   18.4%
VERY IMPORTANT..................        3        1569    77.4%   79.3%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          50     2.5%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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Question   36B                                  Tape Pos. 201-201
---------------                                 Format: I1

F2D36B     IMPORTANCE OF MARRYING THE RIGHT PERSON

Finding the right person to marry and having a happy family
life

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1         123     6.1%    6.9%
SOMEWHAT IMPORTANT..............        2         260    12.8%   14.1%
VERY IMPORTANT..................        3        1593    78.6%   79.0%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          50     2.5%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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Question   36C                                  Tape Pos. 202-202
---------------                                 Format: I1

F2D36C     IMPORTANCE OF WEALTH

Having lots of money

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1         205    10.1%   10.7%
SOMEWHAT IMPORTANT..............        2         927    45.7%   45.0%
VERY IMPORTANT..................        3         842    41.5%   44.3%
 RESERVED CODES:
   REFUSED .....................        7           2     0.1%  (MISS)
   MISSING......................        8          52     2.6%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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Question   36D                                  Tape Pos. 203-203
---------------                                 Format: I1

F2D36D     IMPORTANCE OF STRONG FRIENDSHIPS

Having strong friendships

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1          93     4.6%    4.7%
SOMEWHAT IMPORTANT..............        2         501    24.7%   24.4%
VERY IMPORTANT..................        3        1383    68.2%   70.9%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          49     2.4%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
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Question   36E                                  Tape Pos. 204-204
---------------                                 Format: I1

F2D36E     IMPORTANCE OF FINDING STEADY WORK

Being able to find steady work

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1          40     2.0%    2.2%
SOMEWHAT IMPORTANT..............        2         219    10.8%   12.1%
VERY IMPORTANT..................        3        1717    84.7%   85.8%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          50     2.5%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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Question   36F                                  Tape Pos. 205-205
---------------                                 Format: I1

F2D36F     IMPORTANCE OF HELPING PEOPLE

Helping other people in my community

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1         240    11.8%   12.7%
SOMEWHAT IMPORTANT..............        2        1072    52.9%   53.4%
VERY IMPORTANT..................        3         668    32.9%   33.9%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          46     2.3%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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Question   36G                                  Tape Pos. 206-206
---------------                                 Format: I1

F2D36G     IMPORTANCE OF A BETTER LIFE FOR MY CHILD

Being able to give my children better opportunites than
I've had

                                                          PER-    WGTD
     RESPONSE                     CODES          FREQ     CENT    PCT
   -----------                  ---------       ------   -----   -----
NOT IMPORTANT...................        1          65     3.2%    3.3%
SOMEWHAT IMPORTANT..............        2         157     7.7%    9.5%
VERY IMPORTANT..................        3        1754    86.5%   87.2%
 RESERVED CODES:
   REFUSED......................        7           2     0.1%  (MISS)
   MISSING......................        8          50     2.5%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         2028   100.0%  100.0%
```

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Question 36H

Tape Pos. 207-207
Format: I1

F2D36H IMPORTANCE OF LIVING NEAR PARENTS

Living close to my parents and relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	448	22.1%	22.7%
SOMEWHAT IMPORTANT	2	929	45.8%	48.3%
VERY IMPORTANT	3	602	29.7%	28.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	46	2.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36I

Tape Pos. 208-208
Format: I1

F2D36I IMPORTANCE OF GETTING AWAY FROM THE AREA

Getting away from this community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	846	41.7%	44.6%
SOMEWHAT IMPORTANT	2	649	32.0%	31.6%
VERY IMPORTANT	3	480	23.7%	23.8%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36J

Tape Pos. 209-209
Format: I1

F2D36J IMPRTNCE OF CORRECTING SOC/ECON INEQUAL

Working to correct social and economic inequalities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	537	26.5%	29.5%
SOMEWHAT IMPORTANT	2	991	48.9%	49.0%
VERY IMPORTANT	3	442	21.8%	21.5%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	56	2.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36K

Tape Pos. 210-210
Format: I1

F2D36K IMPORTANCE OF HAVING CHILDREN

Having children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	423	20.9%	23.6%
SOMEWHAT IMPORTANT	2	765	37.7%	37.7%
VERY IMPORTANT	3	789	38.9%	38.7%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	49	2.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36L

Tape Pos. 211-211
Format: I1

F2D36L IMPORTANCE OF LEISURE TIME

Having leisure time to enjoy my own interests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	116	5.7%	5.7%
SOMEWHAT IMPORTANT	2	844	41.6%	42.0%
VERY IMPORTANT	3	1015	50.0%	52.3%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36M

Tape Pos. 212-212
Format: I1

F2D36M IMPORTANCE OF GETTING AWAY FROM PARENTS

Getting away from my parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1029	50.7%	51.5%
SOMEWHAT IMPORTANT	2	662	32.6%	34.0%
VERY IMPORTANT	3	283	14.0%	14.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36N

Tape Pos. 213-213
Format: I1

F2D36N IMPORTANCE OF BEING EXPERT IN WORK

Becoming an expert in my field of work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	188	9.3%	9.4%
SOMEWHAT IMPORTANT	2	531	26.2%	27.0%
VERY IMPORTANT	3	1256	61.[illegible]	63.6%
RESERVED CODES:				
REFUSED	7	2	0.[illegible]	(MISS)
MISSING	8	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 36O

Tape Pos. 214-214
Format: I1

F2D36O IMPORTANCE OF A GOOD EDUCATION

Getting a good education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	94	4.6%	5.4%
SOMEWHAT IMPORTANT	2	475	23.4%	24.3%
VERY IMPORTANT	3	1409	69.5%	70.3%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	48	2.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 37A

Tape Pos. 215-216
Format: I2

F2D37A HOW FAR IN SCHOOL FATHER WANTED R TO GO

How far in school do you think your father want you to go?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	00	252	12.4%	15.5%
LESS THAN HIGH SCHOOL GRADUATION	01	62	3.1%	3.6%
HIGH SCHOOL GRADUATION ONLY OR GED OR ITS EQUIVALENT ONLY.	02	440	21.7%	22.2%
LESS THAN TWO YEARS OF SCHOOL.	03	31	1.5%	2.7%
TWO YEARS OR MORE OF SCHOOL	04	40	2.0%	3.1%
A DEGREE FROM A VOCATIONAL, TRADE, OR BUSINESS	05	112	5.5%	5.2%
LESS THAN TWO YEARS OF COLLEGE	06	90	4.4%	3.9%
TWO OR MORE YEARS OF COLLEGE(INCLUDING TWO-YEAR DEGREE)	07	116	5.7%	7.8%
FINISH COLLEGE(FOUR- OR FIVE-YEAR DEGREE)	08	286	14.1%	15.7%
MASTER'S DEGREE OR EQUIVALENT.	09	89	4.4%	4.9%
PH.D., M.D., OR OTHER PROFESSIONAL DEGREE	10	80	3.9%	4.1%
DON'T KNOW	11	229	11.3%	11.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	17	0.8%	(MISS)
MISSING	98	184	9.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 37B

Tape Pos. 217-218
Format: I2

F2D37B HOW FAR IN SCHOOL MOTHER WANTED R TO GO

How far in school do you think your mother want you to go?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	00	88	4.3%	4.0%
LESS THAN HIGH SCHOOL GRADUATION	01	62	3.1%	3.2%
HIGH SCHOOL GRADUATION ONLY OR GED OR ITS EQUIVALENT ONLY.	02	531	26.2%	29.7%
LESS THAN TWO YEARS OF SCHOOL.	03	25	1.2%	1.5%
TWO YEARS OR MORE OF SCHOOL	04	59	2.9%	3.7%
A DEGREE FROM A VOCATIONAL, TRADE, OR BUSINESS	05	131	6.5%	6.4%
LESS THAN TWO YEARS OF COLLEGE	06	83	4.1%	3.7%
TWO OR MORE YEARS OF COLLEGE(INCLUDING TWO-YEAR DEGREE)	07	145	7.1%	8.7%
FINISH COLLEGE(FOUR- OR FIVE-YEAR DEGREE)	08	358	17.7%	18.4%
MASTER'S DEGREE OR EQUIVALENT.	09	109	5.4%	5.8%
PH.D, M.D., OR OTHER PROFESSIONAL DEGREE	10	115	5.7%	6.5%
DON'T KNOW	11	156	7.7%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	21	1.0%	(MISS)
MISSING	98	145	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 38

Tape Pos. 219-220
Format: I2

F2D38 HOW FAR IN SCHOOL R THINKS S/HE WILL GO

As things stand now, how far in school do you think you will go?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	01	299	14.7%	14.8%
HIGH SCHOOL GRADUATION ONLY	02	412	20.3%	22.3%
LESS THAN TWO YEARS OF SCHOOL.	03	52	2.6%	3.6%
TWO YEARS OR MORE OF SCHOOL	04	89	4.4%	6.0%
A DEGREE FROM A VOCATIONAL, TRADE, OR BUSINESS	05	213	10.5%	12.3%
LESS THAN TWO YEARS OF COLLEGE	06	125	6.2%	5.5%
TWO OR MORE YEARS OF COLLEGE(INCLUDING TWO-YEAR DEGREE)	07	196	9.7%	10.6%
FINISH COLLEGE(FOUR- OR FIVE-YEAR DEGREE)	08	217	10.7%	11.0%
MASTER'S DEGREE OR EQUIVALENT.	09	80	3.9%	4.6%
PH.D, M.D., OR OTHER PROFESSIONAL DEGREE	10	26	1.3%	1.1%
DON'T KNOW	11	167	8.2%	8.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	29	1.4%	(MISS)
MISSING	98	123	6.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39

Have any of the following people talked to you about continuing your education?

Question 39A

Tape Pos. 221-221
Format: I1

F2D39A PARENTS TALKED W/R ABOUT CONTINUING SCHL

Your parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1628	80.3%	86.2%
NO	2	289	14.3%	13.8%
RESERVED CODES:				
MISSING	8	111	5.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39B

Tape Pos. 222-222
Format: I1

F2D39B SIBLING TALKED W/R ABOUT CONTINUING SCHL

Your brother(s)/sister(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	979	48.3%	50.7%
NO	2	919	45.3%	49.3%
RESERVED CODES:				
MISSING	8	130	6.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39C

Tape Pos. 223-223
Format: I1

F2D39C TEACHER TALKED W/R ABOUT CONTINUING SCHL

A teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	692	34.1%	37.4%
NO	2	1198	59.1%	62.6%
RESERVED CODES:				
MISSING	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39D

Tape Pos. 224-224
Format: I1

F2D39D PRINCIPAL TALKED W/R ABOUT CONT'ING SCHL

A school principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	337	16.6%	17.8%
NO	2	1550	76.4%	82.2%
RESERVED CODES:				
MISSING	8	141	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39E

Tape Pos. 225-225
Format: I1

F2D39E COUNSLR TALKED W/R ABOUT CONTINUING SCHL

A school counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	596	29.4%	33.2%
NO	2	1294	63.8%	66.8%
RESERVED CODES:				
MISSING	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39F

Tape Pos. 226-226
Format: I1

F2D39F FRIEND TALKED W/R ABOUT CONTINUING SCHL

friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1454	71.7%	76.5%
NO	2	456	22.5%	23.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	117	5.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 39G

Tape Pos. 227-227
Format: I1

F2D39G RELATIVE TALKED W/R ABT CONTINUING SCHL

A relative

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1405	69.3%	74.4%
NO	2	500	24.7%	25.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	122	6.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39H

Tape Pos. 228-228
Format: I1

F2D39H CLERGY TALKED W/R ABOUT CONTINUING SCHL

Your minister, priest, or rabbi

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	193	9.5%	10.5%
NO	2	1691	83.4%	89.5%
RESERVED CODES:				
MISSING	8	144	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39I

Tape Pos. 229-229
Format: I1

F2D39I SOC WRKR TALKD W/R ABOUT CONTINUING SCHL

A social worker

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	270	13.3%	14.0%
NO	2	1614	79.6%	86.0%
RESERVED CODES:				
MISSING	8	144	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 39J

Tape Pos. 230-230
Format: I1

F2D39J ADULT FRIEND TALKED W/R ABOUT SCHOOL

An adult friend or acquaintance outside of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1295	63.9%	69.3%
NO	2	615	30.3%	30.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	117	5.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 40A

Tape Pos. 231-232
Format: I2

F2D40A DESCRIBE JOB AT 30

Which of the categories below comes closest to describing the job or occupation that you expect or plan to have when you are 30 years old?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FARMER, FARM MANAGER	01	12	0.6%	0.5%
FULL-TIME HOMEMAKER	02	66	3.3%	3.1%
LABORER	03	116	5.7%	5.2%
MANAGER	04	81	4.0%	4.7%
MILITARY	05	73	3.6%	3.7%
OFFICE WORKER	06	190	9.4%	8.6%
OPERATOR	07	95	4.7%	4.8%
OWNER	08	153	7.5%	7.4%
PROFESSIONAL I	09	272	13.4%	14.0%
PROFESSIONAL II	10	72	3.6%	3.4%
PROTECTIVE SERVICE	11	64	3.2%	2.7%
SALES	12	43	2.1%	2.3%
SCHOOL TEACHER	13	38	1.9%	2.5%
SERVICE WORKER	14	162	8.0%	9.6%
TECHINICAL	15	114	5.6%	5.5%
TRADESPERSON	16	170	8.4%	9.0%
NOT PLANNING TO WORK	17	29	1.4%	1.5%
WILL BE IN SCHOOL	18	9	0.4%	0.4%
OTHER	19	194	9.6%	11.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	10	0.5%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	64	3.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: The corresponding variable in the F2 student codebook, variable F2S64A, was recoded to maintain comparability with prior rounds of NELS:88 and HS&B. However, please note that the above dropout variable was not recoded.

Question 40B

Tape Pos. 233-233
Format: I1

F2D40B DOES R HAVE SKILLS FOR JOB IN 5YRS

Do you feel you have enough skills right now for the job or career that you see yourself holding 5 years from now

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, I WILL NEED ADDITIONAL JOB TRAINING/APPRENTICESHIP...	1	443	21.8%	24.0%
NO, I WILL NEED ADDITIONAL WORK EXPERIENCE/ON-THE-JOB-...	2	317	15.6%	16.3%
NO, I WILL NEED TO GO TO A TWO- OR FOUR-YEAR COLLEGE OR..	3	405	20.0%	21.5%
NO, I WILL NEED TO GO TO A VOCATIONAL OR TRADE SCHOOL	4	276	13.6%	14.3%
YES, I HAVE ENOUGH SKILLS	5	486	24.0%	23.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	0.4%	(MISS)
MISSING	8	92	4.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 40C

Tape Pos. 234-235
Format: I2

F2D40C DOES R HAVE EDUCATION FOR JOB AT 30

How much education do you think you need to get the job you expect to have when you are 30 years old?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO HIGH SCHOOL	00	64	3.2%	2.8%
SOME HIGH SCHOOL	01	91	4.5%	4.2%
HIGH SCHOOL DIPLOMA OR GED OR ITS EQUIVALENT	02	532	26.2%	29.1%
LESS THAN TWO TWO YEARS OF VOCATIONAL, TRADE, OR BUSINESS	03	154	7.6%	9.7%
TWO YEARS OR MORE OF VOCATIONAL, TRADE, OR BUSINESS SCHOOL	04	190	9.4%	8.4%
A DEGREE FROM A VOCATIONAL, TRADE, OR BUSINESS SCHOOL	05	172	8.5%	9.5%
SOME COLLEGE EDUCATION	06	102	5.0%	6.1%
2 YEAR COLLEGE	07	176	8.7%	9.0%
4 OR 5 YEAR COLLEGE DEGREE	08	300	14.8%	13.8%
GRADUATE DEGREE (MASTER'S OR PH.D.)	09	56	2.8%	3.3%
PROFESSIONAL DEGREE (J.D. OR M.D.)	10	44	2.2%	2.5%
NOT PLANINNG TO WORK	11	35	1.7%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	17	0.8%	(MISS)
MISSING	98	95	4.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

IV. MONEY AND WORK

Question 41

Tape Pos. 236-236
Format: I1

F2D41 LOOKING FOR A JOB LAST WEEK

Whether or not you already have a job, were you looking for job last week

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	627	30.9%	30.3%
NO	2	1309	64.5%	69.7%
RESERVED CODES:				
MISSING	8	92	4.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42

Have you done any of the following in the last week to find a job?

Question 42A

Tape Pos. 237-237
Format: I1

F2D42A CHECKED W/STATE AGENCY FOR JOB

Checked with state employment agency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	144	7.1%	22.4%
NO	2	486	24.0%	77.6%
RESERVED CODES:				
MISSING	8	89	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42B

Tape Pos. 238-238
Format: I1

F2D42B CHECKED W/PRIVATE AGENCY FOR JOB

Checked with private employment agency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	108	5.3%	16.8%
NO	2	521	25.7%	83.2%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42C

Tape Pos. 239-239
Format: I1

F2D42C CHECKED W/MILITARY RECRUITER

Checked with military recruiter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	30	1.5%	3.7%
NO	2	599	29.5%	96.3%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42D

Tape Pos. 240-240
Format: I1

F2D42D CHECKED W/EMPLOYER FOR JOB

Checked directly with employer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	420	20.7%	66.6%
NO	2	209	10.3%	33.4%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42E

Tape Pos. 241-241
Format: I1

F2D42E CHECKED W/FRIENDS FOR JOB

Checked with friends or relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	501	24.7%	79.7%
NO	2	128	6.3%	20.3%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42F

Tape Pos. 242-242
Format: I1

F2D42F PLACED ADS FOR A JOB

Placed or answered ads in newspapers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	280	13.8%	48.0%
NO	2	349	17.2%	52.0%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42G

Tape Pos. 243-243
Format: I1

F2D42G LOOKED IN ADS FOR A JOB

Looked in the newspaper classified ads

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	511	25.2%	83.5%
NO	2	118	5.8%	16.5%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42H

Tape Pos. 244-244
Format: I1

F2D42H CHECKED SCHOOL FOR JOB

Checked with school employment agency

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	43	2.1%	5.9%
NO	2	586	28.9%	94.1%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 42I

Tape Pos. 245-245
Format: I1

F2D42I CHECKED W/COLLEGE FOR A JOB

Checked with community college or university employment service

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	32	1.6%	3.8%
NO	2	597	29.4%	96.2%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 42J

Tape Pos. 246-246
Format: I1

F2D42J CHECKED OTHER FOR A JOB

other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	94	4.6%	14.0%
NO	2	535	26.4%	86.0%
RESERVED CODES:				
MISSING	8	90	4.4%	(MISS)
LEGITIMATE SKIP	9	1309	64.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 43

Tape Pos. 247-248
Format: I2

F2D43 REASON NOT LOOKING FOR A JOB

Why weren't you looking for a job last week?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I ALREADY HAVE A JOB	01	695	34.3%	51.9%
I'D LIKE TO GO BACK TO SCHOOL, FULL TIME	02	53	2.6%	4.9%
I HAVE TO TAKE CARE OF MY CHILDREN	03	174	8.6%	11.9%
I HAVE APPLIED FOR JOBS BUT WAS NOT HIRED	04	38	1.9%	2.7%
THE JOBS I THINK I COULD GET I DON'T WANT	05	13	0.6%	1.0%
I DON'T NEED THE MONEY	06	17	0.8%	4.0%
I DON'T LIKE TO WORK	07	11	0.5%	1.6%
NO JOBS ARE AVAILABLE	08	41	2.0%	4.7%
I LACK THE NECESSARY SKILLS TO GET A JOB	09	35	1.7%	2.3%
OTHER	10	206	10.2%	15.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	0.4%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	108	5.3%	(MISS)
LEGITIMATE SKIP	99	627	30.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 43_O

Tape Pos. 249-249
Format: I1

F2D43_O OTHER (VERBATIM)

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	1203	59.3%	86.6%
DATA PRESENT	1	198	9.8%	13.4%
RESERVED CODES:				
LEGITIMATE SKIP	9	627	30.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44A

Tape Pos. 250-251
Format: I2

F2D44A # OF JOBS SINCE HIGH SCHOOL

How many jobs have you held since you last left high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	379	18.7%	20.4%
ONE	01	595	29.3%	28.1%
TWO	02	420	20.7%	22.8%
THREE	03	271	13.4%	14.8%
FOUR	04	127	6.3%	6.0%
FIVE OR MORE	05	165	8.1%	7.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	0.1%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	68	3.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1

Please mark a box for each month during which you worked at all since you left high school.

Question 44B1A

Tape Pos. 252-252
Format: I1

F2D44B1A WORKED IN JUNE 1990

June 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	474	23.4%	30.9%
NO	2	1081	53.3%	69.1%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1B

Tape Pos. 253-253
Format: I1

F2D44B1B WORKED IN JULY 1990

July 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	482	23.8%	31.9%
NO	2	1073	52.9%	68.1%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1C

Tape Pos. 254-254
Format: I1

F2D44B1C WORKED IN AUGUST 1990

August 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	502	24.8%	32:6%
NO	2	1053	51.9%	67.4%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1D

Tape Pos. 255-255
Format: I1

F2D44B1D WORKED IN SEPTEMBER 1990

September 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	489	24.1%	31.6%
NO	2	1066	52.6%	68.4%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1E

Tape Pos. 256-256
Format: I1

F2D44B1E WORKED IN OCTOBER 1990

October 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	499	24.6%	31.7%
NO	2	1056	52.1%	68.3%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1F

Tape Pos. 257-257
Format: I1

F2D44B1F WORKED IN NOVEMBER 1990

November 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	483	23.8%	[illegible]
NO	2	1072	52.9%	[illegible]
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B1G

Tape Pos. 258-258
Format: I1

F2D44B1G WORKED IN DECEMBER 1990

December 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	493	24.3%	30.9%
NO	2	1062	52.4%	69.1%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B2

Please mark a box for each month during which you worked at all since you left high school.

Question 44B2A

Tape Pos. 259-259
Format: I1

F2D44B2A WORKED IN JANUARY 1991

January 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	527	26.0%	34.6%
NO	2	1028	50.7%	65.4%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B2B

Tape Pos. 260-260
Format: I1

F2D44B2B WORKED IN FEBRUARY 1991

February 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	547	27.0%	34.8%
NO	2	1008	49.7%	65.2%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B2C

Tape Pos. 261-261
Format: I1

F2D44B2C WORKED IN MARCH 1991

March 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	589	29.0%	38.0%
NO	2	966	47.6%	62.0%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B2D

Tape Pos. 262-262
Format: I1

F2D44B2D WORKED IN APRIL 1991

April 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	610	30.1%	39.4%
NO	2	945	46.6%	60.6%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B2E

Tape Pos. 263-263
Format: I1

F2D44B2E WORKED IN MAY 1991

May 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	644	31.8%	41.1%
NO	2	911	44.9%	58.9%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question   44B2F                                  Tape Pos. 264-264
---------------                                   Format: I1

F2D44B2F   WORKED IN JUNE 1991

June 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        729   35.9%  46.3%
NO.............................         2        826   40.7%  53.7%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2G                                  Tape Pos. 265-265
---------------                                   Format: I1

F2D44B2G   WORKED IN JULY 1991

July 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        730   36.0%  46.6%
NO.............................         2        825   40.7%  53.4%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2H                                  Tape Pos. 266-266
---------------                                   Format: I1

F2D44B2H   WORKED IN AUGUST 1991

August 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        753   37.1%  47.5%
NO.............................         2        802   39.5%  52.5%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2I                                  Tape Pos. 267-267
---------------                                   Format: I1

F2D44B2I   WORKED IN SEPTEMBER 1991

September 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        750   37.0%  50.1%
NO.............................         2        805   39.7%  49.9%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2J                                  Tape Pos. 268-268
---------------                                   Format: I1

F2D44B2J   WORKED IN OCTOBER 1991

October 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        764   37.7%  48.5%
NO.............................         2        791   39.0%  51.5%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2K                                  Tape Pos. 269-269
---------------                                   Format: I1

F2D44B2K   WORKED IN NOVEMBER 1991

November 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        797   39.3%  52.2%
NO.............................         2        758   37.4%  47.8%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B2L                                  Tape Pos. 270-270
---------------                                   Format: I1

F2D44B2L   WORKED IN DECEMBER 1991

December 1991

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        792   39.1%  51.8%
NO.............................         2        763   37.6%  48.2%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
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Question   44B3
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Please mark a box for each month during which you worked at
all since you left high school.
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Question   44B3A                                  Tape Pos. 271-271
---------------                                   Format: I1

F2D44B3A   WORKED IN JANUARY 1992

January 1992

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        811   40.0%  54.5%
NO.............................         2        744   36.7%  45.5%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

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---------------
Question   44B3B                                  Tape Pos. 272-272
---------------                                   Format: I1

F2D44B3B   WORKED IN FEBRUARY 1992

February 1992

                                                        PER-   WGTD
     RESPONSE                      CODES        FREQ    CENT   PCT
    ----------                   --------      -----   -----  -----
YES............................         1        819   40.4%  52.9%
NO.............................         2        736   36.3%  47.1%
 RESERVED CODES:
   MISSING.....................         8         94    4.6% (MISS)
   LEGITIMATE SKIP.............         9        379   18.7% (MISS)
                                               -----   -----  -----
 TOTALS:                                        2028  100.0% 100.0%
```

Question 44B3C
Tape Pos. 273-273
Format: I1

F2D44B3C WORKED IN MARCH 1992

March 1992

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	819	40.4%	53.3%
NO	2	736	36.3%	46.7%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B3D
Tape Pos. 274-274
Format: I1

F2D44B3D WORKED IN APRIL 1992

April 1992

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	743	36.6%	48.8%
NO	2	812	40.0%	51.2%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 44B3E
Tape Pos. 275-275
Format: I1

F2D44B3E WORKED IN MAY 1992

May 1992

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	662	32.6%	42.0%
NO	2	893	44.0%	58.0%
RESERVED CODES:				
MISSING	8	94	4.6%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45A
Tape Pos. 276-277
Format: I2

F2D45A DESCRIPTION OF CURRENT JOB

Which of the categories below comes closest to describing your current or, if presently unemployed, most recent job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FARMER, FARM MANAGER	01	19	0.9%	1.0%
FULL-TIME HOMEMAKER	02	8	0.4%	0.5%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	03	338	16.7%	20.8%
MANAGER SUCH AS A SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	04	40	2.0%	2.1%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	05	6	0.3%	0.3%
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	06	76	3.7%	5.7%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	07	111	5.5%	6.7%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	08	18	0.9%	1.3%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	11	0.5%	0.8%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER	11	10	0.5%	0.6%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	12	145	7.1%	9.6%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	13	3	0.1%	0.2%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	14	297	14.6%	20.0%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	15	10	0.5%	0.6%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	16	113	5.6%	6.7%
OTHER	19	377	18.6%	23.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	6	0.3%	(MISS)
REFUSED	97	3	0.1%	(MISS)
MISSING	98	58	2.9%	(MISS)
LEGITIMATE SKIP	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45A_O
Tape Pos. 278-278
Format: I1

F2D45A_O OTHER (VERBATIM)

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	1274	62.8%	78.1%
DATA PRESENT	1	375	18.5%	21.9%
RESERVED CODES:				
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45B
Tape Pos. 279-279
Format: I1

F2D45B KIND OF JOB/OCCUPATION R HAS

What kind of job or occupation do you have?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	147	7.2%	8.3%
DATA PRESENT	1	1501	74.0%	91.7%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 45C
Tape Pos. 280-280
Format: I1

F2D45C KIND OF BUSINESS/INDUSTRY R'S JOB IN

What kind of business or industry is this job in?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	232	11.4%	13.0%
DATA PRESENT	1	1416	69.8%	87.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45D
Tape Pos. 281-281
Format: I1

F2D45D R'S MAIN ACTIVITIES/DUTIES ON JOB

What are your main activities or duties on this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	174	8.6%	9.0%
DATA PRESENT	1	1474	72.7%	91.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45EM
Tape Pos. 282-283
Format: I2

F2D45EM MONTH STARTED JOB

When did you start working at the job? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	147	7.2%	12.3%
FEBRUARY	02	122	6.0%	6.9%
MARCH	03	164	8.1%	11.4%
APRIL	04	144	7.1%	9.4%
MAY	05	170	8.4%	11.0%
JUNE	06	187	9.2%	12.1%
JULY	07	73	3.6%	5.3%
AUGUST	08	85	4.2%	5.1%
SEPTEMBER	09	88	4.3%	7.8%
OCTOBER	10	91	4.5%	7.8%
NOVEMBER	11	90	4.4%	6.3%
DECEMBER	12	73	3.6%	4.8%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	214	10.6%	(MISS)
LEGITIMATE SKIP	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45EY
Tape Pos. 284-285
Format: I2

F2D45EY YEAR STARTED JOB

When did you start working at this job? (Year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1985	85	1	0.0%	0.0%
1986	86	3	0.1%	0.2%
1987	87	8	0.4%	0.5%
1988	88	24	1.2%	1.5%
1989	89	62	3.1%	4.1%
1990	90	217	10.7%	15.3%
1991	91	583	28.7%	39.0%
1992	92	548	27.0%	39.8%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	202	10.0%	(MISS)
LEGITIMATE SKIP	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45F
Tape Pos. 286-286
Format: I1

F2D45F DOES R STILL HAVE THIS JOB

Do you still have this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	987	48.7%	61.1%
NO	2	576	28.4%	38.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	85	4.2%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45GM
Tape Pos. 287-288
Format: I2

F2D45GM MONTH LEFT JOB

When did you leave this job? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	55	2.7%	13.4%
FEBRUARY	02	39	1.9%	6.8%
MARCH	03	51	2.5%	10.3%
APRIL	04	49	2.4%	9.3%
MAY	05	65	3.2%	9.4%
JUNE	06	40	2.0%	5.6%
JULY	07	38	1.9%	6.8%
AUGUST	08	45	2.2%	6.8%
SEPTEMBER	09	49	2.4%	10.2%
OCTOBER	10	30	1.5%	6.8%
NOVEMBER	11	34	1.7%	5.0%
DECEMBER	12	53	2.6%	9.6%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	113	5.6%	(MISS)
LEGITIMATE SKIP	99	1366	67.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45GY
Tape Pos. 289-290
Format: I2

F2D45GY YEAR LEFT JOB

When did you leave this job? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	2	0.1%	0.2%
1989	89	5	0.2%	0.7%
1990	90	51	2.5%	6.7%
1991	91	229	11.3%	43.6%
1992	92	260	12.8%	48.8%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	114	5.6%	(MISS)
LEGITIMATE SKIP	99	1366	67.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45H
Tape Pos. 291-292
Format: I2

F2D45H REASON R LEFT JOB

Why did you leave this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JOB ENDED	01	154	7.6%	27.2%
SCHOOL RELATED REASONS	02	30	1.5%	7.2%
QUIT BECAUSE JOB, HOURS, OR PAY, ETC., UNSATISFACTORY	03	148	7.3%	23.3%
MOVED ELSEWHERE	04	45	2.2%	8.3%
HEALTH-RELATED REASONS	05	61	3.0%	10.2%
OTHER	06	130	6.4%	23.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	0.1%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	91	4.5%	(MISS)
LEGITIMATE SKIP	99	1366	67.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45H_O

Tape Pos. 293-293
Format: I1

F2D45H_O OTHER (VERBATIM)

other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	533	26.3%	79.7%
DATA PRESENT	1	129	6.4%	20.3%
RESERVED CODES:				
LEGITIMATE SKIP	9	1366	67.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45IA

Tape Pos. 294-294
Format: I1

F2D45IA WAS R LOOKING FOR WORK AFTER LEFT SCHL

Were you without a job and looking for work right after you left school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	250	12.3%	42.7%
NO	2	322	15.9%	57.3%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	89	4.4%	(MISS)
LEGITIMATE SKIP	9	1366	67.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45IB

Tape Pos. 295-296
Format: I2

F2D45IB # WEEKS R LOOKING FOR JOB

How many weeks were or have you been looking?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	00	5	0.2%	2.9%
	01	22	1.1%	7.0%
	02	35	1.7%	15.0%
	03	30	1.5%	11.1%
	04	32	1.6%	14.2%
	05	7	0.3%	3.8%
	06	14	0.7%	6.3%
	07	2	0.1%	0.8%
	08	12	0.6%	6.2%
	09	4	0.2%	1.3%
	10	9	0.4%	3.0%
	11	1	0.0%	1.3%
	12	14	0.7%	5.2%
	13	3	0.1%	1.1%
	14	3	0.1%	4.6%
	16	6	0.3%	5.4%
	18	2	0.1%	0.5%
	20	2	0.1%	0.7%
	24	4	0.2%	1.2%
	25	2	0.1%	0.4%
	26	3	0.1%	1.4%
	28	4	0.2%	2.5%
	30	2	0.1%	0.7%
	32	4	0.2%	1.4%
	36	1	0.0%	0.4%
	38	1	0.0%	0.3%
	40	1	0.0%	0.6%
	42	1	0.0%	0.1%
	44	1	0.0%	0.1%
	52	3	0.1%	0.6%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	109	5.4%	(MISS)
LEGITIMATE SKIP	99	1688	83.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 45J

Tape Pos. 297-298
Format: I2

F2D45J HOURLY PAY WHEN STARTED JOB

How much do/did you earn per hour when you first started this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $4.25	01	333	16.4%	22.2%
$4.25 - $6.00	02	979	48.3%	65.2%
$6.01 - $8.00	03	143	7.1%	8.4%
$8.01 - $10.00	04	39	1.9%	2.[illegible]
$10.01 - $12.00	05	16	0.8%	0.9%
$12.01 - $14.00	06	10	0.5%	0.5%
$14.01 - $16.00	07	4	0.2%	0.3%
$16.01 OR MORE	08	9	0.4%	0.5%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	115	5.7%	(MISS)
LEGITIMATE SKIP	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45K

Tape Pos. 299-300
Format: I2

F2D45K CURRENT HOURLY PAY

How much do you earn per hour currently or did you earn just before you left this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $4.25	01	208	10.3%	15.3%
$4.25 - $6.00	02	978	48.2%	63.7%
$6.01 - $8.00	03	217	10.7%	13.1%
$8.01 - $10.00	04	65	3.2%	4.3%
$10.01 - $12.00	05	22	1.1%	1.1%
$12.01 - $14.00	06	16	0.8%	0.8%
$14.01 - $16.00	07	11	0.5%	0.8%
$16.01 OR MORE	08	17	0.8%	0.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
REFUSED	97	5	0.2%	(MISS)
MISSING	98	109	5.4%	(MISS)
LEGITIMATE SKIP	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 45L

Tape Pos. 301-302
Format: I2

F2D45L HOURS WORKED PER WEEK

About how many hours a week did or do you usually work in this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	03	1	0.0%	0.0%
	04	3	0.1%	0.2%
	05	9	0.4%	0.5%
	06	8	0.4%	0.3%
	07	6	0.3%	0.4%
	08	27	1.3%	2.2%
	09	4	0.2%	0.2%
	10	24	1.2%	1.8%
	11	3	0.1%	0.1%
	12	6	0.3%	0.2%
	13	3	0.1%	0.1%
	14	2	0.1%	0.1%
	15	31	1.5%	2.1%
	16	11	0.5%	0.5%
	17	3	0.1%	0.1%
	18	14	0.7%	0.8%
	19	1	0.0%	0.0%
	20	112	5.5%	6.8%
	21	6	0.3%	0.3%
	22	4	0.2%	0.4%
	23	2	0.1%	0.2%
	24	19	0.9%	2.5%
	25	57	2.8%	3.4%
	26	5	0.2%	0.6%
	27	6	0.3%	0.2%
	28	13	0.6%	0.7%
	29	3	0.1%	0.2%
	30	138	6.8%	8.4%
	31	2	0.1%	0.2%
	32	30	1.5%	2.3%
	33	7	0.3%	0.4%
	34	2	0.1%	0.2%
	35	103	5.1%	8.1%
	36	23	1.1%	0.8%
	37	9	0.4%	0.4%
	38	18	0.9%	1.2%
	39	6	0.3%	0.3%
	40	504	24.9%	32.1%
	41	1	0.0%	0.1%
	42	13	0.6%	0.8%
	43	11	0.5%	0.8%
	44	5	0.2%	0.3%
	45	68	3.4%	5.0%
	46	8	0.4%	0.4%
	47	5	0.2%	0.2%
	48	32	1.6%	2.8%
	49	4	0.2%	0.3%
	50	66	3.3%	3.9%
	52	7	0.3%	0.4%
	53	6	0.3%	0.3%
	54	1	0.0%	0.0%
	55	16	0.8%	0.9%
	56	7	0.3%	0.3%
	58	3	0.1%	0.2%
	60	25	1.2%	1.4%
	62	1	0.0%	0.1%
	63	1	0.0%	0.1%
	65	10	0.5%	0.5%
	66	1	0.0%	0.2%
	70	4	0.2%	0.2%
	72	7	0.3%	0.3%
	75	4	0.2%	0.3%
	77	1	0.0%	0.1%
	80	8	0.4%	0.5%
RESERVED CODES:				
REFUSED......................	97	6	0.3%	(MISS)
MISSING......................	98	103	5.1%	(MISS)
LEGITIMATE SKIP..............	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45M

Tape Pos. 303-304
Format: I2

F2D45M HOW DID R FIND JOB

How did you find this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL EMPLOYMENT OR PLACEMENT SERVICE..............	01	35	1.7%	1.6%
PUBLIC EMPLOYMENT............	02	44	2.2%	3.0%
PRIVATE EMPLOYMENT...........	03	24	1.2%	1.2%
NEWSPAPER....................	04	115	5.7%	11.0%
CHECKED WITH EMPLOYER DIRECTLY	05	280	13.8%	17.3%
THROUGH A RELATIVE...........	06	400	19.7%	27.7%
THROUGH A FRIEND.............	07	467	23.0%	28.1%
CIVIL SERVICE APPLICATION.....	08	5	0.2%	0.4%
UNION REGISTRATION...........	09	2	0.1%	0.1%
OTHER........................	10	165	8.1%	9.5%
RESERVED CODES:				
MULTIPLE RESPONSE..........	96	4	0.2%	(MISS)
REFUSED....................	97	1	0.0%	(MISS)
MISSING....................	98	107	5.3%	(MISS)
LEGITIMATE SKIP............	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45M_O

Tape Pos. 305-305
Format: I1

F2D45M_O OTHER (VERBATIM)

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT..................	0	1489	73.4%	91.4%
DATA PRESENT.................	1	160	7.9%	8.6%
RESERVED CODES:				
LEGITIMATE SKIP............	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45N

Tape Pos. 306-307
Format: I2

F2D45N TYPE OF R'S EMPLOYER

In this job are/were you ...

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AN EMPLOYEE OF A COMPANY OR BUSINESS.....................	01	1300	64.1%	85.5%
AN EMPLOYEE OF A NON-PROFIT ORGANIZATION OR INSTITUTION...	02	36	1.8%	1.8%
A GOVERNMENT EMPLOYEE........	03	46	2.3%	3.5%
SELF-EMPLOYED................	04	73	3.6%	4.8%
WORKING FOR PAY IN YOUR FAMILY'S BUSINESS OR FARM.....	05	54	2.7%	3.8%
WORKING WITHOUT PAY IN YOUR FAMILY'S BUSINESS OR FARM.....	06	6	0.3%	0.3%
WORKING WITHOUT PAY IN A VOLUNTEER JOB................	07	5	0.2%	0.2%
RESERVED CODES:				
MULTIPLE RESPONSE..........	96	3	0.1%	(MISS)
REFUSED....................	97	1	0.0%	(MISS)
MISSING....................	98	125	6.2%	(MISS)
LEGITIMATE SKIP............	99	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45O

How did you learn to do this job

Question 45OA

Tape Pos. 308-308
Format: I1

F2D45OA R LEARNED JOB SKILLS IN HS

In one or more classes in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES..........................	1	79	3.9%	4.3%
NO...........................	2	1451	71.5%	95.7%
RESERVED CODES:				
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	118	5.8%	(MISS)
LEGITIMATE SKIP............	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 45OB

Tape Pos. 309-309
Format: I1

F2D45OB R LEARNED JOB SKILLS IN TRADE SCHOOL

In a vocational trade, business, or other career training school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES..........................	1	54	2.7%	4.1%
NO...........................	2	1476	72.8%	95.9%
RESERVED CODES:				
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	118	5.8%	(MISS)
LEGITIMATE SKIP............	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450C

Tape Pos. 310-310
Format: I1

F2D450C R LEARNED JOB SKILLS IN APPRENTICESHIP

In a apprenticeship or government training program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	24	1.2%	1.8%
NO	2	1506	74.3%	98.2%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450D

Tape Pos. 311-311
Format: I1

F2D450D R LEARNED JOB SKILLS AT JR COLLEGE,4YR

In a Junior/community college, or 4-year college or univeristy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5	0.2%	0.4%
NO	2	1525	75.2%	99.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450E

Tape Pos. 312-312
Format: I1

F2D450E R LEARNED JOB SKILLS IN ARMED FORCES

In the Arm Forces

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10	0.5%	0.5%
NO	2	1520	75.0%	99.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450F

Tape Pos. 313-313
Format: I1

F2D450F R LEARNED JOB SKILLS FROM CO-WORKER

A co-worker trained me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	985	48.6%	64.8%
NO	2	543	26.8%	35.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	0.1%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	117	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450G

Tape Pos. 314-314
Format: I1

F2D450G R LEARNED JOB SKILLS BY SELF

I learned by myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	749	36.9%	48.8%
NO	2	778	38.4%	51.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	0.1%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450H

Tape Pos. 315-315
Format: I1

F2D450H R LEARNED JOB SKILLS FROM UNION

In a union-sponsored training program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	19	0.9%	1.3%
NO	2	1511	74.5%	98.7%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450I

Tape Pos. 316-316
Format: I1

F2D450I R LEARNED JOB SKILLS FROM EMPLOYER

In an employer-sponsored training program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	136	6.7%	7.6%
NO	2	1393	68.7%	92.4%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	118	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450J

Tape Pos. 317-317
Format: I1

F2D450J R LEARNED JOB SKILLS FROM PREVIOUS JOB

I learned at a previous job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	232	11.4%	15.5%
NO	2	1299	64.1%	84.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	117	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450K

Tape Pos. 318-318
Format: I1

F2D450K R LEARNED JOB SKILLS OTHER WAY

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	139	6.9%	8.6%
NO	2	1392	68.6%	91.4%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	117	5.8%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 450_O

Tape Pos. 319-319
Format: I1

F2D450_O OTHER (VERBATIM)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	1516	74.8%	92.7%
DATA PRESENT	1	133	6.6%	7.3%
RESERVED CODES:				
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 45P
Tape Pos. 320-320
Format: I1

F2D45P HAS R HELD OTHER JOBS SINCE LEFT HS

Have you held any other jobs since you left school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	776	38.3%	51.1%
NO	2	769	37.9%	48.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	103	5.1%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46A
Tape Pos. 321-322
Format: I2

F2D46A DESCRIPTION OF FIRST JOB AFTER HS

Which of the categories below comes closet to describing your first job after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FARMER, FARM MANAGER	01	11	0.5%	1.4%
FULL-TIME HOMEMAKER	02	4	0.2%	0.4%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	03	174	8.6%	21.6%
MANAGER SUCH AS A SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	04	17	0.8%	1.4%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	05	2	0.1%	0.4%
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	06	25	1.2%	3.6%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	07	35	1.7%	3.3%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	08	4	0.2%	0.5%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	2	0.1%	0.1%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER	11	4	0.2%	0.6%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	12	47	2.3%	6.9%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	13	2	0.1%	0.2%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	14	192	9.5%	28.6%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	15	1	0.0%	0.0%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	16	46	2.3%	5.9%
OTHER	19	199	9.8%	25.2%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	114	5.6%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46A_O
Tape Pos. 323-323
Format: I1

F2D46A_O OTHER (VERBATIM)

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	683	33.7%	78.0%
DATA PRESENT	1	197	9.7%	22.0%
RESERVED CODES:				
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46BM
Tape Pos. 324-325
Format: I2

F2D46BM MONTH STARTED THIS JOB

When did you start working at this job? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	52	2.6%	7.0%
FEBRUARY	02	52	2.6%	6.1%
MARCH	03	59	2.9%	7.9%
APRIL	04	72	3.6%	9.3%
MAY	05	56	2.8%	6.7%
JUNE	06	111	5.5%	15.4%
JULY	07	40	2.0%	6.0%
AUGUST	08	44	2.2%	5.0%
SEPTEMBER	09	56	2.8%	6.2%
OCTOBER	10	53	2.6%	10.5%
NOVEMBER	11	46	2.3%	11.7%
DECEMBER	12	42	2.1%	8.3%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	196	9.7%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46BY
Tape Pos. 326-327
Format: I2

F2D46BY YEAR STARTED THIS JOB

When did you start working at this job? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1985	85	3	0.1%	0.3%
1986	86	3	0.1%	0.3%
1987	87	10	0.5%	1.4%
1988	88	39	1.9%	4.3%
1989	89	113	5.6%	14.7%
1990	90	214	10.6%	29.7%
1991	91	265	13.1%	40.8%
1992	92	64	3.2%	8.4%
RESERVED CODES:				
REFUSED	97	2	0.1%	(MISS)
MISSING	98	167	8.2%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46CM
Tape Pos. 328-329
Format: I2

F2D46CM MONTH LEFT THIS JOB

When did you leave this job? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	65	3.2%	9.8%
FEBRUARY	02	59	2.9%	13.1%
MARCH	03	66	3.3%	9.1%
APRIL	04	48	2.4%	7.4%
MAY	05	50	2.5%	8.2%
JUNE	06	56	2.8%	8.0%
JULY	07	34	1.7%	4.6%
AUGUST	08	66	3.3%	9.1%
SEPTEMBER	09	53	2.6%	6.8%
OCTOBER	10	45	2.2%	7.8%
NOVEMBER	11	48	2.4%	5.9%
DECEMBER	12	56	2.8%	10.1%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	233	11.5%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question   46CY                          Tape Pos. 330-331
---------------                          Format: I2

F2D46CY     YEAR LEFT THIS JOB

When did you leave this job? (year)

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
1987.........................        87          1      0.0%     0.2%
1988.........................        88         12      0.6%     1.4%
1989.........................        89         54      2.7%     6.2%
1990.........................        90        146      7.2%    21.8%
1991.........................        91        302     14.9%    40.5%
1992.........................        92        160      7.9%    29.9%
 RESERVED CODES:
   REFUSED...................        97          1      0.0%  (MISS)
   MISSING...................        98        204     10.1%  (MISS)
   LEGITIMATE SKIP...........        99       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
```

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Question   46D                           Tape Pos. 332-333
---------------                          Format: I2

F2D46D      REASON LEFT THIS JOB

Why did you leave this job?

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
JOB ENDED....................        01        182      9.0%    24.7%
SCHOOL RELATED REASONS.......        02         20      1.0%     2.3%
QUIT BECAUSE JOB, HOURS, OR
PAY, ETC., UNSATISFACTORY....        03        182      9.0%    26.2%
FOUND A BETTER JOB OR WAS
PROMOTED.....................        04        109      5.4%    13.4%
MOVED ELSEWHERE..............        05         90      4.4%    13.7%
HEALTH-RELATED REASONS.......        06         30      1.5%     3.6%
OTHER........................        07        133      6.6%    16.0%
 RESERVED CODES:
   MULTIPLE RESPONSE.........        96          3      0.1%  (MISS)
   REFUSED...................        97          1      0.0%  (MISS)
   MISSING...................        98        130      6.4%  (MISS)
   LEGITIMATE SKIP...........        99       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
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Question   46D_O                         Tape Pos. 334-334
---------------                          Format: I1

F2D46D_O   OTHER (VERBATIM)

Other

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
DATA ABSENT..................         0        751     37.0%    86.1%
DATA PRESENT.................         1        129      6.4%    13.9%
 RESERVED CODES:
   LEGITIMATE SKIP...........         9       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
```

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---------------
Question   46EA                          Tape Pos. 335-335
---------------                          Format: I1

F2D46EA     WAS R LOOKING FOR JOB AFTER THIS JOB

Were you without a job AND looking for work right after you
left this job?

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
YES..........................         1        363     17.9%    46.5%
NO...........................         2        387     19.1%    53.5%
 RESERVED CODES:
   REFUSED...................         7          1      0.0%  (MISS)
   MISSING...................         8        129      6.4%  (MISS)
   LEGITIMATE SKIP...........         9       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
```

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---------------
Question   46EB                          Tape Pos. 336-337
---------------                          Format: I2

F2D46EB     # OF WEEKS R LOOKED FOR JOB

How many weeks were you looking?

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
                                     00          3      0.1%     0.6%
                                     01         46      2.3%    15.6%
                                     02         79      3.9%    20.4%
                                     03         43      2.1%    11.8%
                                     04         55      2.7%    18.3%
                                     05          8      0.4%     2.0%
                                     06         21      1.0%     6.2%
                                     07          1      0.0%     0.3%
                                     08         22      1.1%     7.0%
                                     10          8      0.4%     3.0%
                                     11          1      0.0%     0.1%
                                     12         16      0.8%     4.4%
                                     14          2      0.1%     0.4%
                                     15          1      0.0%     0.3%
                                     16          4      0.2%     1.0%
                                     18          2      0.1%     0.4%
                                     20          5      0.2%     1.3%
                                     24          9      0.4%     2.5%
                                     25          2      0.1%     0.5%
                                     28          2      0.1%     0.3%
                                     30          2      0.1%     0.8%
                                     32          3      0.1%     1.7%
                                     36          1      0.0%     0.2%
                                     40          1      0.0%     0.1%
                                     52          2      0.1%     0.4%
                                     54          1      0.0%     0.3%
                                     60          1      0.0%     0.2%
 RESERVED CODES:
   REFUSED...................        97          1      0.0%  (MISS)
   MISSING...................        98        151      7.4%  (MISS)
   LEGITIMATE SKIP...........        99       1535     75.7%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   46F                           Tape Pos. 338-339
---------------                          Format: I2

F2D46F      STARTING HOURLY PAY

How much did you earn per hour when you first started this
job?

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
LESS THAN $4.25..............        01        257     12.7%    37.0%
$4.25 - $6.00................        02        423     20.9%    53.5%
$6.01 - $8.00................        03         49      2.4%     6.5%
$8.01 - $10.00...............        04         18      0.9%     1.8%
$10.01 - $12.00..............        05          6      0.3%     0.7%
$12.01 - $14.00..............        06          1      0.0%     0.1%
$16.01 OR MORE...............        08          4      0.2%     0.4%
 RESERVED CODES:
   REFUSED...................        97          1      0.0%  (MISS)
   MISSING...................        98        121      6.0%  (MISS)
   LEGITIMATE SKIP...........        99       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
```

```
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Question   46G                           Tape Pos. 340-341
---------------                          Format: I2

F2D46G      ENDING HOURLY PAY

How much did you earn per hour just before you left this
job?

                                                         PER-    WGTD
     RESPONSE                     CODES       FREQ      CENT     PCT
    -----------                  ---------   -----     -----    -----
LESS THAN $4.25..............        01        190      9.4%    29.4%
$4.25 - $6.00................        02        441     21.7%    57.2%
$6.01 - $8.00................        03         62      3.1%     8.2%
$8.01 - $10.00...............        04         24      1.2%     2.8%
$10.01 - $12.00..............        05         12      0.6%     1.1%
$14.01 - $16.00..............        07          6      0.3%     0.7%
$16.01 OR MORE...............        08          6      0.3%     0.6%
 RESERVED CODES:
   REFUSED...................        97          1      0.0%  (MISS)
   MISSING...................        98        138      6.8%  (MISS)
   LEGITIMATE SKIP...........        99       1148     56.6%  (MISS)
                                             -----     -----    -----
 TOTALS:                                      2028    100.0%   100.0%
```

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Question 46H

Tape Pos. 342-343
Format: I2

F2D46H # OF HOURS R WORKED PER WEEK

About how many hours a week did you usually work this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	04	2	0.1%	0.8%
	05	5	0.2%	0.5%
	06	3	0.1%	0.2%
	07	2	0.1%	0.2%
	08	4	0.2%	0.4%
	09	1	0.0%	0.1%
	10	12	0.6%	1.2%
	11	1	0.0%	0.2%
	12	14	0.7%	1.8%
	13	1	0.0%	0.1%
	15	18	0.9%	1.8%
	16	8	0.4%	0.7%
	17	1	0.0%	0.1%
	18	8	0.4%	1.1%
	20	67	3.3%	12.5%
	21	1	0.0%	0.1%
	22	4	0.2%	0.2%
	23	1	0.0%	0.1%
	24	9	0.4%	2.6%
	25	51	2.5%	7.0%
	26	3	0.1%	0.2%
	27	1	0.0%	0.3%
	28	8	0.4%	1.0%
	30	78	3.8%	9.4%
	32	10	0.5%	1.1%
	33	1	0.0%	0.1%
	34	2	0.1%	0.2%
	35	57	2.8%	7.3%
	36	10	0.5%	0.8%
	37	4	0.2%	0.4%
	38	6	0.3%	0.7%
	39	1	0.0%	0.0%
	40	235	11.6%	33.0%
	41	2	0.1%	0.3%
	42	5	0.2%	0.5%
	43	4	0.2%	0.3%
	44	3	0.1%	0.2%
	45	31	1.5%	3.8%
	46	1	0.0%	0.1%
	47	1	0.0%	0.1%
	48	7	0.3%	0.7%
	49	2	0.1%	0.3%
	50	26	1.3%	4.1%
	52	1	0.0%	0.1%
	53	1	0.0%	0.1%
	54	1	0.0%	0.0%
	55	3	0.1%	0.4%
	56	1	0.0%	0.1%
	60	15	0.7%	1.7%
	62	1	0.0%	0.2%
	65	3	0.1%	0.2%
	70	5	0.2%	0.6%
	72	1	0.0%	0.1%
	76	1	0.0%	0.1%
	80	7	0.3%	0.6%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	128	6.3%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46I

Tape Pos. 344-345
Format: I2

F2D46I HOW DID R FIND THIS JOB

How did you find this job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL EMPLOYMENT OR PLACEMENT SERVICE	01	19	0.9%	2.4%
PUBLIC EMPLOYMENT	02	21	1.0%	2.7%
PRIVATE EMPLOYMENT	03	13	0.6%	1.2%
NEWSPAPER	04	84	4.1%	12.0%
CHECKED WITH EMPLOYER DIRECTLY	05	177	8.7%	23.9%
THROUGH A RELATIVE	06	160	7.9%	22.0%
THROUGH A FRIEND	07	228	11.2%	28.9%
CIVIL SERVICE APPLICATION	08	1	0.0%	0.2%
UNION REGISTRATION	09	2	0.1%	0.1%
OTHER	10	60	3.0%	6.6%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	114	5.6%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46I_O

Tape Pos. 346-346
Format: I1

F2D46I_O OTHER (VERBATIM)

OTHER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	821	40.5%	94.4%
DATA PRESENT	1	59	2.9%	5.6%
RESERVED CODES:				
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46J

Tape Pos. 347-348
Format: I2

F2D46J DESCRIPTION OF R'S EMPLOYER

In this job are/were you ...

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AN EMPLOYEE OF A COMPANY OR BUSINESS	01	669	33.0%	89.4%
AN EMPLOYEE OF A NON-PROFIT ORGANIZATION OR INSTITUTION	02	15	0.7%	1.9%
A GOVERNMENT EMPLOYEE	03	21	1.0%	2.9%
SELF-EMPLOYED	04	24	1.2%	3.7%
WORKING FOR PAY IN YOUR FAMILY'S BUSINESS OR FARM	05	20	1.0%	2.0%
WORKING WITHOUT PAY IN A VOLUNTEER JOB	07	2	0.1%	0.1%
RESERVED CODES:				
REFUSED	97	1	0.0%	(MISS)
MISSING	98	128	6.3%	(MISS)
LEGITIMATE SKIP	99	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46K

How did you learn to do this job

Question 46KA

Tape Pos. 349-349
Format: I1

F2D46KA LEARNED JOB SKILLS IN HIGH SCHOOL

In one or more classes in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	21	1.0%	2.6%
NO	2	742	36.6%	97.4%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KB

Tape Pos. 350-350
Format: I1

F2D46KB LEARNED JOB SKILLS IN TRADE SCHOOL

In a vocational, trade, business or other career training school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12	0.6%	1.4%
NO	2	751	37.0%	98.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KC
Tape Pos. 351-351
Format: I1

F2D46KC LEARNED JOB SKILLS IN APPRENTICESHIP

In an apprenticeship or government training school program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5	0.2%	0.4%
NO	2	758	37.4%	99.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KD
Tape Pos. 352-352
Format: I1

F2D46KD LEARNED JOB SKILLS IN JR/4YR COLLEGE

In a junior/community college, or 4-year college or university

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1	0.0%	0.0%
NO	2	762	37.6%	100.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KE
Tape Pos. 353-353
Format: I1

F2D46KE LEARNED JOB SKILLS IN ARMED FORCES

In Armed Forces

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13	0.6%	1.3%
NO	2	750	37.0%	98.7%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KF
Tape Pos. 354-354
Format: I1

F2D46KF LEARNED JOB SKILLS FROM CO-WORKER

A co-worker trained me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	533	26.3%	73.2%
NO	2	227	11.2%	26.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	0.2%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	115	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KG
Tape Pos. 355-355
Format: I1

F2D46KG LEARNED JOB SKILLS BY SELF

I learned by myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	325	16.0%	40.9%
NO	2	436	21.5%	59.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	0.1%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KH
Tape Pos. 356-356
Format: I1

F2D46KH LEARNED JOB SKILLS FROM UNION

In a union-sponsored training program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8	0.4%	0.6%
NO	2	755	37.2%	99.4%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KI
Tape Pos. 357-357
Format: I1

F2D46KI LEARNED JOB SKILLS FROM EMPLOYER

In a employer-sponsored training program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	56	2.8%	8.3%
NO	2	707	34.9%	91.7%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KJ
Tape Pos. 358-358
Format: I1

F2D46KJ LEARNED JOB SKILLS AT PREVIOUS JOB

I learned at a previous job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	58	2.9%	6.8%
NO	2	705	34.8%	93.2%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	116	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46KK
Tape Pos. 359-359
Format: I1

F2D46KK LEARNED JOB SKILLS OTHER WAY

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	45	2.2%	5.7%
NO	2	719	35.5%	94.3%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	115	5.7%	(MISS)
LEGITIMATE SKIP	9	1148	56.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 46K_O
Tape Pos. 360-360
Format: I1

F2D46K_O OTHER (VERBATIM)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	1609	79.3%	97.4%
DATA PRESENT	1	40	2.0%	2.6%
RESERVED CODES:				
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 47

How much of the money you earn at your current job is spent on each of the categories below?

Question 47A

Tape Pos. 361-361
Format: I1

F2D47A SPEND MONEY ON CLOTHES/OTHER

To buy clothes or other things

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	165	8.1%	9.7%
SOME OF IT	2	1122	55.3%	74.3%
MOST OF IT	3	239	11.8%	16.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	122	6.0%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47B

Tape Pos. 362-362
Format: I1

F2D47B SPEND MONEY TO GO OUT

To go out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	295	14.5%	19.2%
SOME OF IT	2	1059	52.2%	71.3%
MOST OF IT	3	164	8.1%	9.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	130	6.4%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47C

Tape Pos. 363-363
Format: I1

F2D47C SPEND MONEY TO PAY FOR CAR

To pay for gas and other car expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	350	17.3%	23.2%
SOME OF IT	2	852	42.0%	56.4%
MOST OF IT	3	313	15.4%	20.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	132	6.5%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47D

Tape Pos. 364-364
Format: I1

F2D47D SPEND MONEY TO PAY FOR RENT

To pay for rent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	808	39.8%	53.8%
SOME OF IT	2	444	21.9%	29.7%
MOST OF IT	3	260	12.8%	16.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	136	6.7%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47E

Tape Pos. 365-365
Format: I1

F2D47E SPEND MONEY TO PURCHASE FOOD

To purchase food

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	356	17.6%	21.8%
SOME OF IT	2	935	46.1%	63.3%
MOST OF IT	3	221	10.9%	14.8%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	136	6.7%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47F

Tape Pos. 366-366
Format: I1

F2D47F SPEND MONEY FOR EDUCATION

To pay for my future education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	1249	61.6%	83.8%
SOME OF IT	2	215	10.6%	14.3%
MOST OF IT	3	38	1.9%	2.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	146	7.2%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47G

Tape Pos. 367-367
Format: I1

F2D47G SPEND MONEY TO BUY ALCOHOL

To buy alcoholic beverages

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	1127	55.6%	73.8%
SOME OF IT	2	350	17.3%	24.2%
MOST OF IT	3	35	1.7%	1.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	136	6.7%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 47H

Tape Pos. 368-368
Format: I1

F2D47H SPEND MONEY ON ILLEGAL DRUGS

To buy illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	1	1396	68.8%	93.3%
SOME OF IT	2	93	4.6%	5.6%
MOST OF IT	3	19	0.9%	1.1%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	140	6.9%	(MISS)
LEGITIMATE SKIP	9	379	18.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question   48A                          Tape Pos. 369-369
---------------                         Format: I1

F2D48A     HAS R DONE AN APPRENTICESHIP

Have you participated in a state- or union-sponsored
apprenticeship?

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
NO............................         1    1877  92.6%  97.2%
YES, I AM CURRENTLY
PARTICIPATING IN AN
APRRENTICESHIP................         2      23   1.1%   1.3%
YES, I PARTICIPATED IN AN
APPRENTICESHIP IN THE PAST....         3      16   0.8%   1.5%
 RESERVED CODES:
   REFUSED....................         7       1   0.0% (MISS)
   MISSING....................         8     111   5.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%
```

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---------------
Question   48BM                         Tape Pos. 370-371
---------------                         Format: I2

F2D48BM    MONTH R COMPLETED APPRENTICESHIP

When did you complete the apprenticeship? (month)

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
JANUARY.......................        01       1   0.0%  26.6%
MARCH.........................        03       1   0.0%  14.9%
APRIL.........................        04       1   0.0%  29.9%
AUGUST........................        08       1   0.0%  28.7%
 RESERVED CODES:
   REFUSED....................        97       1   0.0% (MISS)
   MISSING....................        98     110   5.4% (MISS)
   LEGITIMATE SKIP............        99    1913  94.3% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   48BY                         Tape Pos. 372-373
---------------                         Format: I2

F2D48BY    YEAR R COMPLETED APPRENTICESHIP

When did you complete the apprenticeship? (year?

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
1991..........................        91       3   0.1%  70.1%
1992..........................        92       1   0.0%  29.9%
 RESERVED CODES:
   REFUSED....................        97       1   0.0% (MISS)
   MISSING....................        98     110   5.4% (MISS)
   LEGITIMATE SKIP............        99    1913  94.3% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   48BA                         Tape Pos. 374-374
---------------                         Format: I1

F2D48BA    DID NOT COMPLETE

I did not complete the apprenticeship

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
DID NOT COMPLETE..............         1      13   0.6% 100.0%
 RESERVED CODES:
   REFUSED....................         7       1   0.0% (MISS)
   MISSING....................         8     110   5.4% (MISS)
   LEGITIMATE SKIP............         9    1904  93.9% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   49A                          Tape Pos. 375-375
---------------                         Format: I1

F2D49A     HAS R DONE GOV'T TRAINING PROG

Have you participated in a government job training program?

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
NO............................         1    1763  86.9%  92.5%
YES, I AM CURRENTLY
PARTICIPATING IN AN
APRRENTICESHIP................         2      45   2.2%   2.3%
YES, I PARTICIPATED IN AN
APPRENTICESHIP IN THE PAST....         3      88   4.3%   5.2%
 RESERVED CODES:
   REFUSED....................         7       1   0.0% (MISS)
   MISSING....................         8     131   6.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%
```

```
---------------
Question   49BM                         Tape Pos. 376-377
---------------                         Format: I2

F2D49BM    MONTH R COMPLETED GOV'T TRAINING

When did you complete the program? (month)

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
JANUARY.......................        01       2   0.1%   8.6%
FEBRUARY......................        02       2   0.1%   4.0%
MARCH.........................        03       3   0.1%   3.7%
APRIL.........................        04       3   0.1%   5.1%
MAY...........................        05       3   0.1%   2.6%
JUNE..........................        06       9   0.4%  12.5%
JULY..........................        07       7   0.3%  10.0%
AUGUST........................        08      14   0.7%  18.6%
SEPTEMBER.....................        09       2   0.1%   6.8%
OCTOBER.......................        10       2   0.1%  22.3%
NOVEMBER......................        11       3   0.1%   5.7%
 RESERVED CODES:
   REFUSED....................        97       1   0.0% (MISS)
   MISSING....................        98     122   6.0% (MISS)
   LEGITIMATE SKIP............        99    1855  91.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   49BY                         Tape Pos. 378-379
---------------                         Format: I2

F2D49BY    YEAR R COMPLETED GOV'T TRAINING

When did you complete the program? (year)

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
1988..........................        88       3   0.1%   7.9%
1989..........................        89       5   0.2%  11.3%
1990..........................        90      11   0.5%  34.8%
1991..........................        91      20   1.0%  31.0%
1992..........................        92      10   0.5%  15.1%
 RESERVED CODES:
   REFUSED....................        97       1   0.0% (MISS)
   MISSING....................        98     123   6.1% (MISS)
   LEGITIMATE SKIP............        99    1855  91.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   49BA                         Tape Pos. 380-380
---------------                         Format: I1

F2D49BA    DID NOT COMPLETE

I did not complete the program

                                                         PER-   WGTD
     RESPONSE                    CODES      FREQ   CENT    PCT
    -----------               ---------    -----  -----  -----
DID NOT COMPLETE..............         1      47   2.3% 100.0%
 RESERVED CODES:
   REFUSED....................         7       1   0.0% (MISS)
   MISSING....................         8     124   6.1% (MISS)
   LEGITIMATE SKIP............         9    1856  91.5% (MISS)
                                           -----  -----  -----
 TOTALS:                                    2028 100.0% 100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question 50A

Tape Pos. 381-381
Format: I1

F2D50A R TAKEN COURSES BY MAIL

Have you taken any courses by mail or television?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	50	2.5%	2.7%
NO	2	1850	91.2%	97.3%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	127	6.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 50BM

Tape Pos. 382-383
Format: I2

F2D50BM MONTH R STARTED COURSES BY MAIL

When did you first start taking courses by mail or television? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	5	0.2%	15.4%
FEBRUARY	02	4	0.2%	6.3%
MARCH	03	1	0.0%	2.2%
APRIL	04	3	0.1%	5.4%
MAY	05	3	0.1%	7.4%
JUNE	06	4	0.2%	5.4%
JULY	07	3	0.1%	4.0%
AUGUST	08	2	0.1%	32.9%
SEPTEMBER	09	2	0.1%	4.8%
OCTOBER	10	5	0.2%	9.4%
NOVEMBER	11	2	0.1%	2.8%
DECEMBER	12	2	0.1%	4.2%
RESERVED CODES:				
REFUSED	97	2	0.1%	(MISS)
MISSING	98	140	6.9%	(MISS)
LEGITIMATE SKIP	99	1850	91.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 50BY

Tape Pos. 384-385
Format: I2

F2D50BY YEAR R STARTED COURSES BY MAIL

When did you first start taking courses by mail or television

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	1	0.0%	1.3%
1989	89	4	0.2%	6.8%
1990	90	5	0.2%	7.1%
1991	91	21	1.0%	72.1%
1992	92	9	0.4%	12.7%
RESERVED CODES:				
REFUSED	97	2	0.1%	(MISS)
MISSING	98	136	6.7%	(MISS)
LEGITIMATE SKIP	99	1850	91.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 51A

Tape Pos. 386-386
Format: I1

F2D51A SINCE LEFT HS R SERVED IN ARMED FORCES

Since leaving high school, have you served (or are you serving) in the regular Armed Forces, the Reserves, the National Guard, or ROTC?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	29	1.4%	1.5%
NO	2	1900	93.7%	98.5%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	97	4.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 51B

Tape Pos. 387-387
Format: I1

F2D51B SINCE LEFT HS R ENLISTED

since leaving high school, have you tried to enlist in any branch of the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, AND I DON'T PLAN TO ENLIST	1	1609	79.3%	85.0%
NO, BUT I PLAN TO TRY TO ENLIST SOON	2	148	7.3%	7.8%
YES, I HAVE TRIED TO ENLIST AND WAS NOT ACCEPTED	3	99	4.9%	5.5%
YES, AND I AM WAITING FOR AN ANSWER	4	22	1.1%	1.1%
YES, AND I HAVE BEEN ACCEPTED.	5	12	0.6%	0.6%
RESERVED CODES:				
MISSING	8	109	5.4%	(MISS)
LEGITIMATE SKIP	9	29	1.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 52A

Tape Pos. 388-388
Format: I1

F2D52A MILITARY BRANCH R SERVED

In which branch of the Armed Forces did you serve (are you serving)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR ARMED FORCES	1	6	0.3%	35.9%
COAST GUARD	2	2	0.1%	9.6%
NATIONAL GUARD OR RESERVES	3	7	0.3%	39.6%
ROTC	4	2	0.1%	14.9%
RESERVED CODES:				
MISSING	8	111	5.5%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 52BM

Tape Pos. 389-390
Format: I2

F2D52BM MONTH BEGAN DUTY

When did begin active duty? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	2	0.1%	16.0%
MARCH	03	1	0.0%	10.9%
APRIL	04	1	0.0%	19.7%
MAY	05	3	0.1%	24.0%
AUGUST	08	1	0.0%	11.3%
SEPTEMBER	09	1	0.0%	3.8%
NOVEMBER	11	1	0.0%	14.3%
RESERVED CODES:				
MISSING	98	118	5.8%	(MISS)
LEGITIMATE SKIP	99	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 52BY

Tape Pos. 391-392
Format: I2

F2D52BY YEAR BEGAN DUTY

When did you begin active duty? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990	90	3	0.1%	32.5%
1991	91	5	0.2%	48.1%
1992	92	3	0.1%	19.4%
RESERVED CODES:				
MISSING	98	117	5.8%	(MISS)
LEGITIMATE SKIP	99	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 53A

Tape Pos. 393-393
Format: I1

F2D53A R REC'D SPECIALIZED SCHL IN MILITARY

Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7	0.3%	52.1%
NO	2	8	0.4%	47.9%
RESERVED CODES:				
MISSING	8	113	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 53B

Tape Pos. 394-394
Format: I1

F2D53B NAME OF SPECIALIZED PROGRAM

What is the name of the specialized schooling program in which you spent/will spend the longest period of time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DATA ABSENT	0	113	5.6%	94.8%
DATA PRESNT	1	7	0.3%	5.2%
RESERVED CODES:				
LEGITIMATE SKIP	9	1908	94.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 54

Have you taken any courses while in the Armed Forces that...

Question 54A

Tape Pos. 395-395
Format: I1

F2D54A TOOK MILITARY CLASS FOR GED

Prepared you for high school equivalency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2	0.1%	13.1%
NO	2	13	0.6%	86.9%
RESERVED CODES:				
MISSING	8	113	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54B

Tape Pos. 396-396
Format: I1

F2D54B TOOK MILITARY TEST FOR COLLEGE CREDIT

Prepared you for equivalency test that can be taken for college credit?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2	0.1%	17.7%
NO	2	12	0.6%	82.3%
RESERVED CODES:				
MISSING	8	114	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 54C

Tape Pos. 397-397
Format: I1

F2D54C TOOK COLLEGE COURSES IN MILITARY

Were college-sponsored courses which gave college credit?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1	0.0%	7.7%
NO	2	13	0.6%	92.3%
RESERVED CODES:				
MISSING	8	114	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 55A

Tape Pos. 398-398
Format: I1

F2D55A IS R CURRENTLY ACTIVE

Are you currently on active duty?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6	0.3%	41.2%
NO	2	9	0.4%	58.8%
RESERVED CODES:				
MISSING	8	113	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 55BM

Tape Pos. 399-400
Format: I2

F2D55BM MONTH R LEFT MILITARY

When did you leave? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	1	0.0%	9.7%
JUNE	06	1	0.0%	36.4%
DECEMBER	12	2	0.1%	54.0%
RESERVED CODES:				
MISSING	98	118	5.8%	(MISS)
LEGITIMATE SKIP	99	1906	94.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 55BY

Tape Pos. 401-402
Format: I2

F2D55BY YEAR R LEFT MILITARY

When did you leave (year)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1991	91	2	0.1%	46.8%
1992	92	3	0.1%	53.2%
RESERVED CODES:				
MISSING	98	117	5.8%	(MISS)
LEGITIMATE SKIP	99	1906	94.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question 56

Tape Pos. 403-403
Format: I1

F2D56 MAIN REASON R JOINED MILITARY

What is/was your main reason for joining the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TO SERVE MY COUNTRY	1	5	0.2%	40.8%
TO RECEIVE TRAINING FOR FUTURE JOBS	3	4	0.2%	24.9%
TO RECEIVE MONEY FOR FURTHER EDUCATION	4	4	0.2%	18.6%
OTHER REASON	5	2	0.1%	15.7%
RESERVED CODES:				
MISSING	8	113	5.6%	(MISS)
LEGITIMATE SKIP	9	1900	93.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

V. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

Question 57

How do you feel about each of the following statements

Question 57A

Tape Pos. 404-404
Format: I1

F2D57A I FEEL GOOD ABOUT MYSELF

I feel good about myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	698	34.4%	40.0%
AGREE	2	936	46.2%	51.5%
DISAGREE	3	132	6.5%	7.0%
STRONGLY DISAGREE	4	28	1.4%	1.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	233	11.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57B

Tape Pos. 405-405
Format: I1

F2D57B I DON'T HAVE CONTROL OVER MY LIFE

I don't have enough control over the direction my life is taking

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	130	6.4%	6.3%
AGREE	2	459	22.6%	28.5%
DISAGREE	3	857	42.3%	44.7%
STRONGLY DISAGREE	4	343	16.9%	20.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	238	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57C

Tape Pos. 406-406
Format: I1

F2D57C GOOD LUCK MORE IMPORTANT THAN HARD WORK

In my life, good luck is more important than hard work for success

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	62	3.1%	4.8%
AGREE	2	237	11.7%	14.1%
DISAGREE	3	963	47.5%	53.5%
STRONGLY DISAGREE	4	526	25.9%	27.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	239	11.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57D

Tape Pos. 407-407
Format: I1

F2D57D I FEEL I AM A PERSON OF WORTH

I feel good about myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	646	31.9%	37.6%
AGREE	2	967	47.7%	52.4%
DISAGREE	3	137	6.8%	8.4%
STRONGLY DISAGREE	4	32	1.6%	1.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	245	12.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57E

Tape Pos. 408-408
Format: I1

F2D57E I CAN DO THINGS AS WELL AS OTHERS

I am able to do things as well as most other people

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	729	35.9%	42.1%
AGREE	2	938	46.3%	50.7%
DISAGREE	3	101	5.0%	6.1%
STRONGLY DISAGREE	4	22	1.1%	1.1%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	237	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57F

Tape Pos. 409-409
Format: I1

F2D57F WHEN I TRY TO GET AHEAD I AM STOPPED

Every time I try to get ahead, something or somebody stops me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	220	10.8%	12.0%
AGREE	2	562	27.7%	30.6%
DISAGREE	3	822	40.5%	46.7%
STRONGLY DISAGREE	4	183	9.0%	10.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	240	11.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57G

Tape Pos. 410-410
Format: I1

F2D57G MY PLANS HARDLY EVER WORK OUT

My plans hardly ever work out, so planning only makes me unhappy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	150	7.4%	7.1%
AGREE	2	508	25.0%	27.3%
DISAGREE	3	879	43.3%	51.1%
STRONGLY DISAGREE	4	246	12.1%	14.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	244	12.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57H

Tape Pos. 411-411
Format: I1

F2D57H ON THE WHOLE I AM SATISFIED WITH MYSELF

On the whole, I am satisfied with myself

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	451	22.2%	27.2%
AGREE	2	958	47.2%	53.2%
DISAGREE	3	340	16.8%	18.1%
STRONGLY DISAGREE	4	35	1.7%	1.4%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	243	12.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57I

Tape Pos. 412-412
Format: I1

F2D57I I FEEL USELESS AT TIMES

I feel useless at times

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	120	5.9%	5.6%
AGREE	2	724	35.7%	37.9%
DISAGREE	3	670	33.0%	38.4%
STRONGLY DISAGREE	4	264	13.0%	18.1%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	249	12.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57J

Tape Pos. 413-413
Format: I1

F2D57J AT TIMES I THINK I AM NO GOOD AT ALL

At times, I think I am no good at all

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	104	5.1%	4.8%
AGREE	2	512	25.2%	27.5%
DISAGREE	3	776	38.3%	42.8%
STRONGLY DISAGREE	4	387	19.1%	24.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	248	12.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57K

Tape Pos. 414-414
Format: I1

F2D57K WHEN I MAKE PLANS I CAN MAKE THEM WORK

When I make plans, I am almost certain I can make them work

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	312	15.4%	17.0%
AGREE	2	1045	51.5%	59.5%
DISAGREE	3	377	18.6%	20.6%
STRONGLY DISAGREE	4	50	2.5%	2.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	243	12.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57L

Tape Pos. 415-415
Format: I1

F2D57L I FEEL I DO NOT HAVE MUCH TO BE PROUD OF

I feel I do not have much to proud of

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	86	4.2%	3.9%
AGREE	2	332	16.4%	17.9%
DISAGREE	3	874	43.1%	49.1%
STRONGLY DISAGREE	4	494	24.4%	29.1%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	241	11.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 57M

Tape Pos. 416-416
Format: I1

F2D57M CHANCE/LUCK VERY IMPORTANT IN MY LIFE

Chance and luck are very important for what happens in my life

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
STRONGLY AGREE	1	176	8.7%	9.4%
AGREE	2	569	28.1%	30.7%
DISAGREE	3	725	35.7%	40.9%
STRONGLY DISAGREE	4	315	15.5%	19.0%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	242	11.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58

Think about how you see your future. What are the chances that...

Question 58A

Tape Pos. 417-417
Format: I1

F2D58A CHANCES R WILL GRADUATE FROM HIGH SCHOOL

You will graduate from high school?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
VERY LOW	1	562	27.7%	31.3%
LOW	2	273	13.5%	13.6%
ABOUT FIFTY-FIFTY	3	354	17.5%	19.6%
HIGH	4	279	13.8%	16.0%
VERY HIGH	5	310	15.3%	19.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	249	12.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58B

Tape Pos. 418-418
Format: I1

F2D58B CHANCES R WILL GO TO COLLEGE

You will go to college?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
VERY LOW	1	547	27.0%	30.6%
LOW	2	359	17.7%	19.0%
ABOUT FIFTY-FIFTY	3	450	22.2%	24.6%
HIGH	4	239	11.8%	15.8%
VERY HIGH	5	198	9.8%	10.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	233	11.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58C

Tape Pos. 419-419
Format: I1

F2D58C CHANCES R WILL HAVE A WELL PAYING JOB

You will have a job that pays well?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
VERY LOW	1	71	3.5%	3.9%
LOW	2	128	6.3%	7.2%
ABOUT FIFTY-FIFTY	3	701	34.6%	36.7%
HIGH	4	527	26.0%	33.0%
VERY HIGH	5	358	17.7%	19.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	241	11.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 58D

Tape Pos. 420-420
Format: I1

F2D58D CHANCES R WILL BE ABLE TO OWN HOME

You will be able to own your own home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	87	4.3%	4.7%
LOW	2	201	9.9%	11.9%
ABOUT FIFTY-FIFTY	3	565	27.9%	30.8%
HIGH	4	500	24.7%	27.1%
VERY HIGH	5	437	21.5%	25.6%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	237	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58E

Tape Pos. 421-421
Format: I1

F2D58E CHANCES R WILL HAVE ENJOYABLE JOB

You will have a job that you enjoy doing?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	46	2.3%	2.3%
LOW	2	95	4.7%	4.6%
ABOUT FIFTY-FIFTY	3	544	26.8%	28.1%
HIGH	4	607	29.9%	37.2%
VERY HIGH	5	497	24.5%	27.8%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	238	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58F

Tape Pos. 422-422
Format: I1

F2D58F CHANCES R WILL HAVE A HAPPY FAMILY LIFE

You will have a happy family life?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	28	1.4%	1.5%
LOW	2	58	2.9%	2.6%
ABOUT FIFTY-FIFTY	3	438	21.6%	23.8%
HIGH	4	637	31.4%	36.2%
VERY HIGH	5	628	31.0%	35.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	238	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58G

Tape Pos. 423-423
Format: I1

F2D58G CHANCES R WILL BE IN GOOD HEALTH

You will stay in good health most of the time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	30	1.5%	1.8%
LOW	2	66	3.3%	3.2%
ABOUT FIFTY-FIFTY	3	550	27.1%	29.0%
HIGH	4	683	33.7%	39.1%
VERY HIGH	5	463	22.8%	26.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	235	11.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58H

Tape Pos. 424-424
Format: I1

F2D58H CHANCES R WILL BE ABLE TO LIVE WHEREVER

You will able to live wherever you want in the country?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	122	6.0%	6.8%
LOW	2	317	15.6%	16.8%
ABOUT FIFTY-FIFTY	3	584	28.8%	32.8%
HIGH	4	399	19.7%	23.2%
VERY HIGH	5	369	18.2%	20.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	236	11.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58I

Tape Pos. 425-425
Format: I1

F2D58I CHANCES R WILL BE RESPECTED IN COMMUNITY

You will be respected in your community?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	49	2.4%	2.6%
LOW	2	138	6.8%	7.5%
ABOUT FIFTY-FIFTY	3	638	31.5%	32.6%
HIGH	4	626	30.9%	37.9%
VERY HIGH	5	336	16.6%	19.4%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	240	11.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58J

Tape Pos. 426-426
Format: I1

F2D58J CHANCES R WILL HAVE GOOD FRIENDS

You will have good friends you can count on?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	51	2.5%	2.7%
LOW	2	84	4.1%	3.8%
ABOUT FIFTY-FIFTY	3	453	22.3%	24.9%
HIGH	4	656	32.3%	36.0%
VERY HIGH	5	547	27.0%	32.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	235	11.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58K

Tape Pos. 427-427
Format: I1

F2D58K CHANCE THAT R'S LIFE BETTER THAN PARENTS

Life will turn out better for you than it has for your parents?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	35	1.7%	1.9%
LOW	2	123	6.1%	5.4%
ABOUT FIFTY-FIFTY	3	711	35.1%	40.2%
HIGH	4	537	26.5%	31.0%
VERY HIGH	5	383	18.9%	21.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	238	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 58L

Tape Pos. 428-428
Format: I1

F2D58L CHANCE R'S CHILD'S LIFE BETTER THAN R'S

Your children will have a better life than you had?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	21	1.0%	1.7%
LOW	2	42	2.1%	2.2%
ABOUT FIFTY-FIFTY	3	357	17.6%	20.4%
HIGH	4	539	26.6%	30.8%
VERY HIGH	5	829	40.9%	44.9%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	239	11.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 59

How many of your friends...

Question 59A

Tape Pos. 429-429
Format: I1

F2D59A # OF FRIENDS DROPPED OUT OF HS

Dropped out of school without graduating?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	225	11.1%	11.9%
A FEW OF THEM	2	881	43.4%	44.4%
SOME OF THEM	3	536	26.4%	26.5%
MOST OF THEM	4	276	13.6%	15.1%
ALL OF THEM	5	43	2.1%	2.0%
RESERVED CODES:				
REFUSED	7	5	0.2%	(MISS)
MISSING	8	62	3.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 59B

Tape Pos. 430-430
Format: I1

F2D59B # OF FRIENDS W/NO COLLGE PLANS

Have no plans to go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	241	11.9%	12.9%
A FEW OF THEM	2	679	33.5%	33.8%
SOME OF THEM	3	490	24.2%	27.3%
MOST OF THEM	4	421	20.8%	20.6%
ALL OF THEM	5	118	5.8%	5.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	6	0.3%	(MISS)
MISSING	8	72	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 59C

Tape Pos. 431-431
Format: I1

F2D59C # OF FRIENDS W/FULL-TIME JOB

Plan to have a regular fulltime job after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	105	5.2%	5.6%
A FEW OF THEM	2	365	18.0%	18.3%
SOME OF THEM	3	496	24.5%	25.7%
MOST OF THEM	4	684	33.7%	32.6%
ALL OF THEM	5	303	14.9%	17.8%
RESERVED CODES:				
REFUSED	7	6	0.3%	(MISS)
MISSING	8	69	3.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 59D

Tape Pos. 432-432
Format: I1

F2D59D # OF FRIENDS PLAN TO ATTEND 2YR COLL

Plan to attend a two-year community college or technical school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	425	21.0%	20.8%
A FEW OF THEM	2	661	32.6%	34.4%
SOME OF THEM	3	572	28.2%	30.7%
MOST OF THEM	4	247	12.2%	12.0%
ALL OF THEM	5	42	2.1%	2.2%
RESERVED CODES:				
REFUSED	7	6	0.3%	(MISS)
MISSING	8	75	3.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 59E

Tape Pos. 433-433
Format: I1

F2D59E # OF FRIENDS PLAN ATTEND 4YR COLL

Planned to attend a four-year college or university?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	639	31.5%	31.9%
A FEW OF THEM	2	640	31.6%	33.3%
SOME OF THEM	3	418	20.6%	21.3%
MOST OF THEM	4	200	9.9%	10.4%
ALL OF THEM	5	51	2.5%	3.1%
RESERVED CODES:				
REFUSED	7	6	0.3%	(MISS)
MISSING	8	74	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60

Among your close friends, how important is it to..

Question 60A

Tape Pos. 434-434
Format: I1

F2D60A IMPRTNT FRIENDS ATTEND CLASSES REGULARLY

Attend classes regularly

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	273	13.5%	15.8%
SOMEWHAT IMPORTANT	2	985	48.6%	50.8%
VERY IMPORTANT	3	632	31.2%	33.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	135	6.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60B

Tape Pos. 435-435
Format: I1

F2D60B IMPORTANT THAT FRIENDS STUDY

Study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	286	14.1%	15.4%
SOMEWHAT IMPORTANT	2	1005	49.6%	53.7%
VERY IMPORTANT	3	595	29.3%	30.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	139	6.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 60C
Tape Pos. 436-436
Format: I1

F2D60C IMPORTANT THAT FRIENDS PLAY SPORTS

Play sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	617	30.4%	31.6%
SOMEWHAT IMPORTANT............	2	843	41.6%	46.9%
VERY IMPORTANT................	3	424	20.9%	21.5%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	4	0.2%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60D
Tape Pos. 437-437
Format: I1

F2D60D IMPORTANT THAT FRIENDS GET GOOD GRADES

Get good grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	216	10.7%	11.3%
SOMEWHAT IMPORTANT............	2	843	41.6%	46.8%
VERY IMPORTANT................	3	824	40.6%	41.9%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	2	0.1%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	141	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60E
Tape Pos. 438-438
Format: I1

F2D60E IMPORTANT THAT FRIENDS BE POPULAR

Be popular/well-liked by others

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	320	15.8%	17.2%
SOMEWHAT IMPORTANT............	2	882	43.5%	46.6%
VERY IMPORTANT................	3	682	33.6%	36.2%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	141	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60F
Tape Pos. 439-439
Format: I1

F2D60F IMPORTANT THAT FRIENDS FINISH HS

Finish high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	183	9.0%	9.6%
SOMEWHAT IMPORTANT............	2	695	34.3%	37.1%
VERY IMPORTANT................	3	1006	49.6%	53.3%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	141	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60G
Tape Pos. 440-440
Format: I1

F2D60G IMPORTANT FRIENDS HAVE BOY/GIRL FRIEND

Have a steady boyfriend/girlfriend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	346	17.1%	17.8%
SOMEWHAT IMPORTANT............	2	972	47.9%	52.7%
VERY IMPORTANT................	3	569	28.1%	29.5%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60H
Tape Pos. 441-441
Format: I1

F2D60H IMPORTANT FRIENDS CONTINUE EDUCATION

Continue their education past high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	284	14.0%	13.5%
SOMEWHAT IMPORTANT............	2	989	48.8%	54.5%
VERY IMPORTANT................	3	606	29.9%	32.0%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	2	0.1%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	145	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60I
Tape Pos. 442-442
Format: I1

F2D60I IMPORTANT FRIENDS INVOLVED IN RELIGION

Participate in religious activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	969	47.8%	53.0%
SOMEWHAT IMPORTANT............	2	771	38.0%	39.9%
VERY IMPORTANT................	3	140	6.9%	7.2%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	145	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60J
Tape Pos. 443-443
Format: I1

F2D60J IMPORTANT FRIENDS DO COMMUNITY WORK

Do community work or volunteering

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	1145	56.5%	63.4%
SOMEWHAT IMPORTANT............	2	648	32.0%	32.0%
VERY IMPORTANT................	3	89	4.4%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	142	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60K
Tape Pos. 444-444
Format: I1

F2D60K IMPORTANT FRIENDS HAVE STEADY JOB

Have a regular job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	85	4.2%	4.2%
SOMEWHAT IMPORTANT............	2	770	38.0%	44.3%
VERY IMPORTANT................	3	1038	51.2%	51.6%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	132	6.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60L
Tape Pos. 445-445
Format: I1

F2D60L IMPORTANT TO GET TOGETHER W/FRIENDS

Get together with friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT..........	1	73	3.6%	4.3%
SOMEWHAT IMPORTANT............	2	891	43.9%	47.0%
VERY IMPORTANT................	3	925	45.6%	48.8%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	136	6.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60M

Tape Pos. 446-446
Format: I1

F2D60M IMPORTANT TO GO TO PARTIES

Go to parties

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	384	18.9%	19.5%
SOMEWHAT IMPORTANT	2	901	44.4%	48.7%
VERY IMPORTANT	3	602	29.7%	31.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60N

Tape Pos. 447-447
Format: I1

F2D60N IMPORTANT TO HAVE SEXUAL RELATIONS

Have sexual relations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	494	24.4%	27.1%
SOMEWHAT IMPORTANT	2	904	44.6%	49.3%
VERY IMPORTANT	3	454	22.4%	23.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	173	8.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60O

Tape Pos. 448-448
Format: I1

F2D60O IMPORTANT TO USE DRUGS

Use drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1511	74.5%	81.6%
SOMEWHAT IMPORTANT	2	298	14.7%	14.7%
VERY IMPORTANT	3	65	3.2%	3.7%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	152	7.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60P

Tape Pos. 449-449
Format: I1

F2D60P IMPORTANT TO DRINK ALCOHOL

Drink alcoholic beverages

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	1081	53.3%	58.6%
SOMEWHAT IMPORTANT	2	651	32.1%	34.2%
VERY IMPORTANT	3	145	7.1%	7.2%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	149	7.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 60Q

Tape Pos. 450-450
Format: I1

F2D60Q IMPORTANT TO MAKE MONEY

Make money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL IMPORTANT	1	65	3.2%	4.5%
SOMEWHAT IMPORTANT	2	488	24.1%	28.6%
VERY IMPORTANT	3	1335	65.8%	66.9%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 61A

Tape Pos. 451-451
Format: I1

F2D61A # OF FRIENDS THAT BELONG TO GANGS

How many or your friends belong to a gang?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	1	1416	69.8%	78.6%
SOME OF THEM	2	296	14.6%	16.9%
MOST OF THEM	3	92	4.5%	4.5%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	223	11.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 61B

Tape Pos. 452-452
Format: I1

F2D61B DOES R BELONG TO A GANG

Do you belong to gang?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	85	4.2%	5.9%
NO	2	1719	84.8%	94.1%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	223	11.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 62

At what age do you expert to...

Question 62A

Tape Pos. 453-454
Format: I2

F2D62A AGE R EXPECTS TO MARRY

Get married

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	136	6.7%	8.3%
HAVE ALREADY DONE THIS	02	257	12.7%	13.5%
UNDER 18	03	24	1.2%	1.3%
18-21	04	377	18.6%	21.4%
22-25	05	638	31.5%	35.7%
26-29	06	233	11.5%	12.5%
30 OR OLDER	07	122	6.0%	7.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	0.1%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	238	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 62B

Tape Pos. 455-456
Format: I2

F2D62B AGE R EXPECTS TO HAVE 1ST CHILD

Have your first child?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T EXPECT TO DO THIS	01	102	5.0%	5.4%
HAVE ALREADY DONE THIS	02	487	24.0%	28.0%
UNDER 18	03	60	3.0%	3.5%
18-21	04	281	13.9%	13.8%
22-25	05	418	20.6%	25.4%
26-29	06	300	14.8%	16.0%
30 OR OLDER	07	142	7.0%	7.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	0.1%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	235	11.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 62C

Tape Pos. 457-458
Format: I2

F2D62C AGE R EXPECTS TO HAVE FIRST FT JOB

Start your first regular full-time (not summer) job?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
DON'T EXPECT TO DO THIS........	01	59	2.9%	3.4%
HAVE ALREADY DONE THIS.........	02	644	31.8%	35.9%
UNDER 18.......................	03	125	6.2%	7.5%
18-21..........................	04	725	35.7%	41.2%
22-25..........................	05	199	9.8%	10.5%
26-29..........................	06	24	1.2%	0.8%
30 OR OLDER....................	07	11	0.5%	0.8%
RESERVED CODES:				
MULTIPLE RESPONSE..........	96	3	0.1%	(MISS)
REFUSED....................	97	1	0.0%	(MISS)
MISSING....................	98	237	11.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 62D

Tape Pos. 459-460
Format: I2

F2D62D AGE R EXPECTS TO LIVE IN OWN HOME/APT

Live in your own apartment

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
DON'T EXPECT TO DO THIS........	01	26	1.3%	1.2%
HAVE ALREADY DONE THIS.........	02	462	22.8%	23.7%
UNDER 18.......................	03	78	3.8%	4.1%
18-21..........................	04	780	38.5%	45.4%
22-25..........................	05	366	18.0%	21.5%
26-29..........................	06	52	2.6%	2.9%
30 OR OLDER....................	07	32	1.6%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE..........	96	1	0.0%	(MISS)
REFUSED....................	97	1	0.0%	(MISS)
MISSING....................	98	230	11.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 62E

Tape Pos. 461-462
Format: I2

F2D62E AGE R EXPECTS TO FINISH EDUCATION

Finish your education

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
DON'T EXPECT TO DO THIS........	01	167	8.2%	8.3%
HAVE ALREADY DONE THIS.........	02	45	2.2%	1.9%
UNDER 18.......................	03	70	3.5%	3.7%
18-21..........................	04	1017	50.1%	61.0%
22-25..........................	05	416	20.5%	22.1%
26-29..........................	06	46	2.3%	1.8%
30 OR OLDER....................	07	22	1.1%	1.2%
RESERVED CODES:				
REFUSED....................	97	1	0.0%	(MISS)
MISSING....................	98	244	12.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 63

Tape Pos. 463-463
Format: I1

F2D63 CURRENT SPOUSE DROPOUT HS

did your current spouse leave high school before graduating

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
I AM NOT CURRENTLY MARRIED....	1	1386	68.3%	76.7%
NO, HE/SHE IS CURRENTLY ATTENDING HIGH SCHOOL..........	2	34	1.7%	1.8%
NO, HE/SHE GRADUATED FROM HIGH SCHOOL.....................	3	161	7.9%	8.9%
NO, HE/SHE GRADUATED FROM HIGH SCHOOL AND IS ATTENDING COLLEGE OR VOCATIONAL/TECHNICAL SCHOOL...	4	43	2.1%	2.4%
YES, HE/SHE LEFT HIGH SCHOOL BEFORE GRADUATING.............	5	223	11.0%	10.2%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	2	0.1%	(MISS)
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	178	8.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 64

Tape Pos. 464-464
Format: I1

F2D64 IMPORTANT TO MARRY BEFORE HAVING SEX

In your opinion, how important is it to be married before having sexual intercourse?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
NOT IMPORTANT AT ALL...........	1	868	42.8%	47.5%
SOMEWHAT IMPORTANT.............	2	731	36.0%	36.8%
VERY IMPORTANT.................	3	292	14.4%	15.6%
RESERVED CODEL:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	135	6.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 65

Tape Pos. 465-465
Format: I1

F2D65 CONSIDER HAVING CHILD AND NOT BE MARRIED

Would you consider having a child if you weren't married?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
NO.............................	1	718	35.4%	35.3%
MAYBE..........................	2	347	17.1%	17.0%
YES............................	3	712	35.1%	42.3%
DON'T KNOW.....................	4	112	5.5%	5.4%
RESERVED CODES:				
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	138	6.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 66

Tape Pos. 466-466
Format: I1

F2D66 DOES R HAVE ANY CHILDREN

Do you have any children of your own?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
NO, I DON'T....................	1	1223	60.3%	61.8%
NO, BUT I AM EXPECTING ONE....	2	145	7.1%	6.3%
YES, I DO......................	3	616	30.4%	32.0%
RESERVED CODES:				
REFUSED....................	7	2	0.1%	(MISS)
MISSING....................	8	42	2.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 67YM

Tape Pos. 467-468
Format: I2

F2D67YM YOUNGEST CHILD BIRTHDATE (MONTH)

are their birthdates? (month)

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
JANUARY........................	01	18	0.9%	9.1%
FEBRUARY.......................	02	13	0.6%	6.9%
MARCH..........................	03	17	0.8%	8.5%
APRIL..........................	04	16	0.8%	8.5%
MAY............................	05	11	0.5%	6.2%
JUNE...........................	06	14	0.7%	7.7%
JULY...........................	07	11	0.5%	18.8%
AUGUST.........................	08	8	0.4%	5.8%
SEPTEMBER......................	09	17	0.8%	7.4%
OCTOBER........................	10	15	0.7%	5.2%
NOVEMBER.......................	11	20	1.0%	9.7%
DECEMBER.......................	12	15	0.7%	6.0%
RESERVED CODES:				
MISSING....................	98	52	2.6%	(MISS)
LEGITMATE SKIP.............	99	1801	88.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: only children are coded in F2D67OM and F2D67OY. Respondents reporting the birthdates for only one child are legitimate skips in F2D67YM and F2D67YY.

Question 67YY

Tape Pos. 469-470
Format: I2

F2D67YY YOUNGEST CHILD BIRTHDATE (YEAR)

What are there birthdates? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990 OR BEFORE	01	35	1.7%	17.3%
1991 OR AFTER	02	140	6.9%	82.7%
RESERVED CODES:				
MISSING	98	52	2.6%	(MISS)
LEGITIMATE SKIP	99	1801	88.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

NOTE: only children are coded in F2D67OM and F2D67OY. Respondents reporting the birthdates for only one child are legitimate skips in F2D67YM and F2D67YY.

Question 67OM

Tape Pos. 471-472
Format: I2

F2D67OM OLDEST CHILD BIRTHDATE (MONTH)

What are there birthdates? (month)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	65	3.2%	9.7%
FEBRUARY	02	48	2.4%	10.8%
MARCH	03	58	2.9%	9.1%
APRIL	04	48	2.4%	9.4%
MAY	05	51	2.5%	8.1%
JUNE	06	35	1.7%	8.7%
JULY	07	38	1.9%	7.1%
AUGUST	08	41	2.0%	8.5%
SEPTEMBER	09	41	2.0%	7.0%
OCTOBER	10	49	2.4%	7.2%
NOVEMBER	11	46	2.3%	5.6%
DECEMBER	12	51	2.5%	8.8%
RESERVED CODES:				
MISSING	98	89	4.4%	(MISS)
LEGITMATE SKIP	99	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: only children are coded in F2D67OM and F2D67OY. Respondents reporting the birthdates for only one child are legitimate skips in F2D67YM and F2D67YY.

Question 67OY

Tape Pos. 473-474
Format: I2

F2D67OY OLDEST CHILD BIRTHDATE (YEAR)

What are there birthdates? (year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1990 OR BEFORE	01	288	14.2%	49.8%
1991 OR AFTER	02	284	14.0%	50.2%
RESERVED CODES:				
MISSING	98	88	4.3%	(MISS)
LEGITIMATE SKIP	99	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

NOTE: only children are coded in F2D67OM and F2D67OY. Respondents reporting the birthdates for only one child are legitimate skips in F2D67YM and F2D67YY.

Question 68

How often do the following people help care for your youngest child?

Question 68A

Tape Pos. 475-475
Format: I1

F2D68A R TAKES CARE OF CHILD

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	22	1.1%	2.8%
SOME OF THE TIME	1	74	3.6%	12.9%
MOST OF THE TIME	2	494	24.4%	84.4%
RESERVED CODES:				
MULTIPLE RESPON	6	1	0.0%	(MISS)
MISSING	8	69	3.4%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68B

Tape Pos. 476-476
Format: I1

F2D68B OTHER PARENT CARES FOR R'S CHILD

The child's other parent/step-parent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	135	6.7%	30.2%
SOME OF THE TIME	1	195	9.6%	29.8%
MOST OF THE TIME	2	264	13.0%	40.0%
RESERVED CODES:				
MISSING	8	66	3.3%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68C

Tape Pos. 477-477
Format: I1

F2D68C GRANDPARENT CARES FOR R'S CHILD

The child's grandparents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	61	3.0%	8.1%
SOME OF THE TIME	1	368	18.1%	63.4%
MOST OF THE TIME	2	167	8.2%	28.6%
RESERVED CODES:				
MISSING	8	64	3.2%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68D

Tape Pos. 478-478
Format: I1

F2D68D OTHER RELATIVE CARES FOR R'S CHILD

Another relative

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	179	8.8%	31.2%
SOME OF THE TIME	1	321	15.8%	54.5%
MOST OF THE TIME	2	95	4.7%	14.3%
RESERVED CODES:				
MISSING	8	65	3.2%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68E

Tape Pos. 479-479
Format: I1

F2D68E FRIEND CARES FOR R'S CHILD

A friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	371	18.3%	60.3%
SOME OF THE TIME	1	194	9.6%	35.7%
MOST OF THE TIME	2	28	1.4%	3.9%
RESERVED CODES:				
MISSING	8	67	3.3%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 68F

Tape Pos. 480-480
Format: I1

F2D68F NEIGHBOR CARES FOR R'S CHILD

A neighbor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	521	25.7%	89.3%
SOME OF THE TIME	1	60	3.0%	9.2%
MOST OF THE TIME	2	13	0.6%	1.6%
RESERVED CODES:				
MISSING	8	66	3.3%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68G

Tape Pos. 481-481
Format: I1

F2D68G DAY CARE CENTER CARES FOR R'S CHILD

A day care center or preschool

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	544	26.8%	88.7%
SOME OF THE TIME	1	34	1.7%	8.3%
MOST OF THE TIME	2	17	0.8%	2.9%
RESERVED CODES:				
MISSING	8	65	3.2%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 68H

Tape Pos. 482-482
Format: I1

F2D68H BABYSITTER CARES FOR R'S CHILD

A babysitter at your home or at the babysitter's home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	442	21.8%	75.2%
SOME OF THE TIME	1	121	6.0%	20.2%
MOST OF THE TIME	2	30	1.5%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	66	3.3%	(MISS)
LEGITMATE SKIP	9	1368	67.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 69

Tape Pos. 483-484
Format: I2

F2D69 RELATIONSHIP W/R OF CHILD'S OTHER PARENT

Which of the following best describes your relationships with father/ mother of your youngest child?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
WE ARE MARRIED AND LIVING TOGETHER	01	217	10.7%	26.8%
WE ARE MARRIED AND NOT LIVING TOGETHER	02	19	0.9%	5.3%
WE ARE DIVORCED/LEGALLY SEPERATED	03	10	0.5%	1.4%
WE ARE LIVING TOGETHER BUT NOT MARRIED	04	153	7.5%	18.3%
WE ARE DATING	05	98	4.8%	15.4%
HE/SHE IS NO LONGER LIVING	06	5	0.2%	0.5%
WE SEE EACH OTHER OCCASIONALLY	07	105	5.2%	14.7%
WE DON'T SEE EACH OTHER ANY MORE	08	114	5.6%	17.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	83	4.1%	(MISS)
LEGITMATE SKIP	99	1223	60.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 70

Tape Pos. 485-486
Format: I2

F2D70 # OF CIGARETTES R SMOKES PER DAY

How many cigarettes do you usually smoke in a day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T SMOKE AT ALL	00	959	47.3%	47.8%
LESS THAN 1 CIGARETTE PER DAY	01	48	2.4%	2.4%
1 TO 5 CIGARETTES A DAY	02	175	8.6%	9.5%
ABOUT 1/2 PACK A DAY	03	315	15.5%	16.8%
MORE THAN 1/2 PACK BUT LESS 2 PACKS A DAY	04	405	20.0%	22.1%
TWO PACKS A DAY OR MORE	05	30	1.5%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	94	4.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 71

On how many occassion have you had alcoholic beverages to drink?

Question 71A

Tape Pos. 487-487
Format: I1

F2D71A # TIMES LIFETIME R DRANK ALCOHOL

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	243	12.0%	15.0%
1-2 OCCASIONS	1	272	13.4%	14.2%
3-19 OCCASIONS	2	463	22.8%	21.5%
20+ OCCASIONS	3	918	45.3%	49.2%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	131	6.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 71B

Tape Pos. 488-488
Format: I1

F2D71B # TIMES LAST 12 MONTHS R DRANK ALCOHOL

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	515	25.4%	29.3%
1-2 OCCASIONS	1	432	21.3%	23.2%
3-19 OCCASIONS	2	479	23.6%	23.4%
20+ OCCASIONS	3	424	20.9%	24.2%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	162	8.0%	(MISS)
LEGITMATE SKIP	9	15	0.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 71C

Tape Pos. 489-489
Format: I1

F2D71C # TIMES LAST 30 DAYS R DRANK ALCOHOL

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	981	48.4%	53.3%
1-2 OCCASIONS	1	433	21.4%	21.8%
3-19 OCCASIONS	2	326	16.1%	18.7%
20+ OCCASIONS	3	108	5.3%	6.2%
RESERVED CODES:				
REFUSED	7	1	0.0%	(MISS)
MISSING	8	164	8.1%	(MISS)
LEGITMATE SKIP	9	15	0.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 72

Tape Pos. 490-491
Format: I2

F2D72 5 OR MORE DRINKS IN LAST 2 WEEKS

Think back over the Last Two Weeks. How many times have you had five or more drinks in a row?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	1305	64.3%	68.0%
ONCE	02	186	9.2%	10.6%
TWICE	03	138	6.8%	6.9%
THREE TO FIVE TIMES	04	167	8.2%	8.3%
SIX TO NINE TIMES	05	45	2.2%	2.1%
TEN OR MORE TIMES	06	64	3.2%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	121	6.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 73

On how many occassion have you used marijuana or hashish?

Question 73A

Tape Pos. 492-492
Format: I1

F2D73A # TIMES LIFETIME R USED MARIJUANA

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	928	45.8%	50.8%
1-2 OCCASIONS	1	317	15.6%	20.1%
3-19 OCCASIONS	2	239	11.8%	11.2%
20+ OCCASIONS	3	312	15.4%	17.9%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	230	11.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 73B

Tape Pos. 493-493
Format: I1

F2D73B # TIMES LAST 12 MONTHS R USED MARIJUANA

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	1291	63.7%	74.2%
1-2 OCCASIONS	1	178	8.8%	11.5%
3-19 OCCASIONS	2	134	6.6%	5.9%
20+ OCCASIONS	3	130	6.4%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	241	11.9%	(MISS)
LEGITMATE SKIP	9	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 73C

Tape Pos. 494-494
Format: I1

F2D73C # TIMES LAST 30 DAYS R USED MARIJUANA

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	1479	72.9%	85.2%
1-2 OCCASIONS	1	115	5.7%	6.6%
3-19 OCCASIONS	2	83	4.1%	4.0%
20+ OCCASIONS	3	51	2.5%	4.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	246	12.1%	(MISS)
LEGITMATE SKIP	9	51	2.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

Question 74

On how many occassion have you taken cocaine in any form?

Question 74A

Tape Pos. 495-495
Format: I1

F2D74A # TIMES LIFETIME R USED COCAINE

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	1541	76.0%	85.2%
1-2 OCCASIONS	1	129	6.4%	8.6%
3-19 OCCASIONS	2	63	3.1%	3.8%
20+ OCCASIONS	3	59	2.9%	2.5%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	234	11.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question   74B                                  Tape Pos. 496-496
--------------                                  Format: I1

F2D74B     # TIMES LAST 12 MONTHS R USED COCAINE

During the last 12 months

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
0 OCCASIONS......................               0      1623    80.0%   94.0%
1-2 OCCASIONS....................               1        48     2.4%    3.8%
3-19 OCCASIONS...................               2        30     1.5%    1.3%
20+ OCCASIONS....................               3        20     1.0%    0.9%
 RESERVED CODES:
   MULTIPLE RESPONSE.........                   6         1     0.0% (MISS)
   REFUSED...................                   7         2     0.1% (MISS)
   MISSING...................                   8       237    11.7% (MISS)
   LEGITMATE SKIP............                   9        67     3.3% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
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NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

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Question   74C                                  Tape Pos. 497-497
--------------                                  Format: I1

F2D74C     # TIMES LAST 30 DAYS R USED COCAINE

During the last 30 days

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
0 OCCASIONS......................               0      1688    83.2%   97.9%
1-2 OCCASIONS....................               1        22     1.1%    1.7%
3-19 OCCASIONS...................               2         8     0.4%    0.3%
20+ OCCASIONS....................               3         3     0.1%    0.2%
 RESERVED CODES:
   MULTIPLE RESPONSE.........                   6         1     0.0% (MISS)
   REFUSED...................                   7         2     0.1% (MISS)
   MISSING...................                   8       237    11.7% (MISS)
   LEGITMATE SKIP............                   9        67     3.3% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
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NOTE: legitimate skips have been coded here for respondents who answered 0 in item A, and then left items B and C blank.

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Question   75
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In the last semester or term you completed in school, on how many occasions were you under the influence of the following on school grounds?

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Question   75A                                  Tape Pos. 498-498
--------------                                  Format: I1

F2D75A     # TIMES R INFLUENCE OF ALCOHOL AT SCHOOL

Alcohol

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
0 OCCASIONS......................               0      1573    77.6%   83.1%
1-2 OCCASIONS....................               1       177     8.7%    9.3%
3-19 OCCASIONS...................               2        89     4.4%    4.6%
20+ OCCASIONS....................               3        42     2.1%    3.0%
 RESERVED CODES:
   REFUSED...................                   7         2     0.1% (MISS)
   MISSING...................                   8       145     7.1% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
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Question   75B                                  Tape Pos. 499-499
--------------                                  Format: I1

F2D75B     TIMES R INFLUENCE OF MARIJUANA AT SCHL

Marijuana

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
0 OCCASIONS......................               0      1514    74.7%   84.4%
1-2 OCCASIONS....................               1       121     6.0%    6.2%
3-19 OCCASIONS...................               2        97     4.8%    5.3%
20+ OCCASIONS....................               3        56     2.8%    4.1%
 RESERVED CODES:
   REFUSED...................                   7         2     0.1% (MISS)
   MISSING...................                   8       238    11.7% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
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Question   75C                                  Tape Pos. 500-500
--------------                                  Format: I1

F2D75C     # TIMES R INFLUENCE OF COCAINE AT SCHOOL

Cocaine

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
0 OCCASIONS......................               0      1717    84.7%   96.4%
1-2 OCCASIONS....................               1        33     1.6%    2.2%
3-19 OCCASIONS...................               2        21     1.0%    0.9%
20+ OCCASIONS....................               3        10     0.5%    0.4%
 RESERVED CODES:
   REFUSED...................                   7         2     0.1% (MISS)
   MISSING...................                   8       245    12.1% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
```

VI. YOUR FAMILY

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Question   76A
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Which of the following people live in the same household with you?

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Question   76AA                                 Tape Pos. 501-501
--------------                                  Format: I1

F2D76AA    FATHER LIVES IN SAME HOUSE W/R

Father

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
YES..............................               1       618    30.5%   30.4%
NO...............................               2      1334    65.8%   69.6%
 RESERVED CODES:
   MISSING...................                   8        76     3.7% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
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Question   76AB                                 Tape Pos. 502-502
--------------                                  Format: I1

F2D76AB    STEPFATHER LIVES IN SAME HOUSE W/R

Stepfather

                                                                PER-    WGTD
   RESPONSE                                 CODES      FREQ     CENT    PCT
  ----------                              ---------   -----    -----   -----
YES..............................               1       173     8.5%    8.0%
NO...............................               2      1777    87.6%   92.0%
 RESERVED CODES:
   REFUSED...................                   7         1     0.0% (MISS)
   MISSING...................                   8        77     3.8% (MISS)
                                                      -----    -----   -----
 TOTALS:                                               2028   100.0%  100.0%
```

Question 76AC

Tape Pos. 503-503
Format: I1

F2D76AC OTHER ADULT MALE LIVES IN HOUSE W/R

Other Adult male

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	231	11.4%	14.4%
NO	2	1718	84.7%	85.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	78	3.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76AD

Tape Pos. 504-504
Format: I1

F2D76AD MOTHER LIVES IN SAME HOUSE W/R

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1068	52.7%	53.7%
NO	2	885	43.6%	46.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	74	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76AE

Tape Pos. 505-505
Format: I1

F2D76AE STEPMOTHER LIVES IN SAME HOUSE W/R

Stepmother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	44	2.2%	2.8%
NO	2	1906	94.0%	97.2%
RESERVED CODES:				
MISSING	8	78	3.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76AF

Tape Pos. 506-506
Format: I1

F2D76AF ADULT FEMALE LIVES IN SAME HOUSE W/R

Other adult female

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	291	14.3%	18.7%
NO	2	1659	81.8%	81.3%
RESERVED CODES:				
MISSING	8	78	3.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76AG

Tape Pos. 507-507
Format: I1

F2D76AG HUSBAND/WIFE LIVES IN SAME HOUSE W/R

Your husband/wife

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	276	13.6%	12.2%
NO	2	1673	82.5%	87.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	78	3.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76AH

Tape Pos. 508-508
Format: I1

F2D76AH BOY/GIRLFRIEND LIVES IN SAME HOUSE W/R

Your boyfriend/girlfriend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	304	15.0%	14.8%
NO	2	1647	81.2%	85.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	76	3.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76B

How many of the following people live in the same household with you?

Question 76BA

Tape Pos. 509-510
Format: I2

F2D76BA # BROTHERS LIVE IN HOUSEHOLD

Brother(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1219	60.1%	66.0%
ONE	01	437	21.5%	21.1%
TWO	02	166	8.2%	10.0%
THREE	03	40	2.0%	1.6%
FOUR	04	11	0.5%	0.4%
FIVE	05	6	0.3%	0.8%
SIX OR MORE	06	3	0.1%	0.1%
RESERVED CODES:				
MISSING	98	146	7.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BB

Tape Pos. 511-512
Format: I2

F2D76BB # SISTERS LIVE IN HOUSEHOLD

Sister(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1276	62.9%	66.2%
ONE	01	416	20.5%	23.8%
TWO	02	126	6.2%	6.8%
THREE	03	41	2.0%	2.3%
FOUR	'04	14	0.7%	0.7%
FIVE	05	2	0.1%	0.0%
SIX OR MORE	06	1	0.0%	0.0%
RESERVED CODES:				
MISSING	98	152	7.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BC

Tape Pos. 513-514
Format: I2

F2D76BC # OWN CHILDREN LIVE IN HOUSEHOLD

Your child or children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1315	64.8%	70.6%
ONE	01	417	20.6%	22.1%
TWO	02	111	5.5%	6.2%
THREE	03	16	0.8%	0.9%
FOUR	04	5	0.2%	0.2%
SIX OR MORE	06	2	0.1%	0.1%
RESERVED CODES:				
MISSING	98	162	8.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question 76BD

Tape Pos. 515-516
Format: I2

F2D76BD # GRANDPARENTS LIVE IN HOUSEHOLD

Grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1685	83.1%	90.5%
ONE	01	105	5.2%	5.9%
TWO	02	50	2.5%	3.5%
THREE	03	2	0.1%	0.1%
FOUR	04	2	0.1%	0.1%
SIX OR MORE	06	1	0.0%	0.0%
RESERVED CODES:				
MISSING	98	183	9.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BE

Tape Pos. 517-518
Format: I2

F2D76BE # RELATIVES UNDER 18 LIVE IN HOUSEHOLD

Other relatives(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1652	81.5%	91.2%
ONE	01	107	5.3%	5.1%
TWO	02	45	2.2%	2.0%
THREE	03	24	1.2%	1.3%
FOUR	04	8	0.4%	0.2%
FIVE	05	3	0.1%	0.1%
SIX OR MORE	06	2	0.1%	0.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	186	9.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BF

Tape Pos. 519-520
Format: I2

F2D76BF # RELATIVES OVER 18 LIVE IN HOUSEHOLD

Other relative(s) (over 18)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1577	77.8%	85.4%
ONE	01	165	8.1%	9.5%
TWO	02	67	3.3%	3.5%
THREE	03	21	1.0%	1.1%
FOUR	04	3	0.1%	0.2%
FIVE	05	2	0.1%	0.1%
SIX OR MORE	06	5	0.2%	0.2%
RESERVED CODES:				
MISSING	98	188	9.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BG

Tape Pos. 521-522
Format: I2

F2D76BG # NONRELATIVES UNDER 18 LIVE IN HOUSEHLD

Other non-relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1712	84.4%	92.9%
ONE	01	75	3.7%	5.1%
TWO	02	26	1.3%	1.2%
THREE	03	8	0.4%	0.3%
FOUR	04	8	0.4%	0.3%
FIVE	05	1	0.0%	0.1%
SIX OR MORE	06	2	0.1%	0.0%
RESERVED CODES:				
MISSING	98	196	9.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 76BH

Tape Pos. 523-524
Format: I2

F2D76BH # NONRELATIVES OVER 18 LIVE IN HOUSEHOLD

Other non-relative(s) (over 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1566	77.2%	84.5%
ONE	01	184	9.1%	11.0%
TWO	02	49	2.4%	2.4%
THREE	03	25	1.2%	1.2%
FOUR	04	4	0.2%	0.2%
FIVE	05	3	0.1%	0.2%
SIX OR MORE	06	11	0.5%	0.5%
RESERVED CODES:				
MISSING	98	186	9.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 77

Tape Pos. 525-525
Format: I1

F2D77 R CARES FOR OWN CHILD AND OTHERS

Do you babysit or take care of your own child, younger brothers or sisters, or other younger relatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	865	42.7%	47.9%
NO	2	1052	51.9%	52.1%
RESERVED CODES:				
MISSING	8	111	5.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 78

Tape Pos. 526-527
Format: I2

F2D78 # HOURS PER DAY R CARES FOR CHILDREN

About how many hours each day are you responsible for their care?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN 1 HOUR	01	120	5.9%	13.2%
1 HOUR, LESS THAN 3 HOURS	02	158	7.8%	16.8%
3 HOURS, LESS THAN 5 HOURS	03	106	5.2%	11.3%
5 HOURS, LESS THAN 7 HOURS	04	58	2.9%	8.3%
7 HOURS, LESS THAN 10 HOURS	05	62	3.1%	7.3%
10 HOURS OR MORE A DAY	06	360	17.8%	43.1%
RESERVED CODES:				
MISSING	98	112	5.5%	(MISS)
LEGITMATE SKIP	99	1052	51.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 79

Tape Pos. 528-528
Format: I1

F2D79 # DAYS R MISS SCHL TO CARE FOR CHILDREN

The last year that you were in school, about how many school days did you miss in a typical month because of taking care of your own child, younger brothers or sisters, or other younger relatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	614	30.3%	63.7%
1-2 DAYS	1	89	4.4%	12.1%
3-6 DAYS	2	100	4.9%	10.7%
7-9 DAYS	3	39	1.9%	4.6%
10 DAYS OR MORE	4	77	3.8%	8.9%
RESERVED CODES:				
REFUSED	7	2	0.1%	(MISS)
MISSING	8	55	2.7%	(MISS)
LEGITMATE SKIP	9	1052	51.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80

Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?

Question 80A

Tape Pos. 529-529
Format: I1

F2D80A LAST TWO YEARS MOVED TO NEW HOME

My family moved to a new home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	547	27.0%	29.5%
NO	2	1411	69.6%	70.5%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	66	3.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80B

Tape Pos. 530-530
Format: I1

F2D80B LAST TWO YEARS PARENTS DIVORCED

My parents got divorced or separated

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	234	11.5%	14.4%
NO	2	1721	84.9%	85.6%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	69	3.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80C

Tape Pos. 531-531
Format: I1

F2D80C LAST TWO YEARS PARENTS RE/MARRIED

One of my parents got married or remarried

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	200	9.9%	10.6%
NO	2	1753	86.4%	89.4%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80D

Tape Pos. 532-532
Format: I1

F2D80D LAST TWO YEARS PARENT LOST JOB

One of my parents lost his/her job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	340	16.8%	20.5%
NO	2	1612	79.5%	79.5%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	72	3.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80E

Tape Pos. 533-533
Format: I1

F2D80E LAST TWO TEARS PARENT STARTED WORK

One of my parents started to work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	363	17.9%	20.7%
NO	2	1591	78.5%	79.3%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	70	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80F

Tape Pos. 534-534
Format: I1

F2D80F LAST TWO YEARS PARENT GOT BETTER JOB

One of my parents got a better job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	386	19.0%	25.0%
NO	2	1567	77.3%	75.0%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80G

Tape Pos. 535-535
Format: I1

F2D80G LAST TWO YEARS R BECAME ILL

I became seriously ill or disabled

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	145	7.1%	7.8%
NO	2	1807	89.1%	92.2%
RESERVED CODES:				
REFUSED	7	5	0.2%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80H

Tape Pos. 536-536
Format: I1

F2D80H LAST TWO YEARS PARENT DIED

One of my parents died

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	93	4.6%	5.1%
NO	2	1860	91.7%	94.9%
RESERVED CODES:				
REFUSED	7	4	0.2%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80I

Tape Pos. 537-537
Format: I1

F2D80I LAST TWO YEARS RELATIVE DIED

A close relative died

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	671	33.1%	33.2%
NO	2	1282	63.2%	66.8%
RESERVED CODES:				
REFUSED	7	5	0.2%	(MISS)
MISSING	8	70	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 80J

Tape Pos. 538-538
Format: I1

F2D80J LAST TWO YEARS SISTER PREGNANT

One of my unmarried sisters got pregnant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	277	13.7%	15.2%
NO	2	1675	82.6%	84.8%
RESERVED CODES:				
REFUSED	7	5	0.2%	(MISS)
MISSING	8	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

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Question   80K                         Tape Pos. 539-539
---------------                        Format: I1

F2D80K     LAST TWO YEARS BROTHER DROPPED OUT

One of my brothers or sisters dropped out of school

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     288   14.2%  15.1%
NO.............................           2    1665   82.1%  84.9%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      70    3.5% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80L                         Tape Pos. 540-540
---------------                        Format: I1

F2D80L     LAST TWO YEARS FAMILY WAS ON WELFARE

My family was on welfare

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     273   13.5%  13.4%
NO.............................           2    1678   82.7%  86.6%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      72    3.6% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80M                         Tape Pos. 541-541
---------------                        Format: I1

F2D80M     LAST TWO YEARS FAMILY WENT OFF WELFARE

My family went off welfare

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1      88    4.3%   4.4%
NO.............................           2    1851   91.3%  95.6%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      84    4.1% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80N                         Tape Pos. 542-542
---------------                        Format: I1

F2D80N     LAST TWO YEARS FAMILY MEMBER ILL

A family member become seriously ill or disabled

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     385   19.0%  19.3%
NO.............................           2    1566   77.2%  80.7%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      72    3.6% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80O                         Tape Pos. 543-543
---------------                        Format: I1

F2D80O     LAST TWO YEARS FAMILY MEMBER DID DRUGS

A family member of my family used illegal drugs

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     330   16.3%  17.2%
NO.............................           2    1621   79.9%  82.8%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      72    3.6% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80P                         Tape Pos. 544-544
---------------                        Format: I1

F2D80P     LAST 2 YEARS FAMILY MEMBER IN DRUG REHAB

A member of my family spent time in a drug/alcohol
rehabilitation program

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     218   10.7%  10.6%
NO.............................           2    1735   85.6%  89.4%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      70    3.5% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   80Q                         Tape Pos. 545-545
---------------                        Format: I1

F2D80Q     LAST 2 YEARS FAMILY MEMBER CRIME VICTIM

A member of my family was a victim of a crime

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
YES............................           1     277   13.7%  14.0%
NO.............................           2    1676   82.6%  86.0%
 RESERVED CODES:
   REFUSED.....................           7       5    0.2% (MISS)
   MISSING.....................           8      70    3.5% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
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Question   81
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In your family, who makes most of the decisions on each of
the following topics?
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Question   81A                         Tape Pos. 546-546
---------------                        Format: I1

F2D81A     WHO DECIDES HOW LATE R CAN STAY OUT

How late you can stay out

                                                        PER-   WGTD
   RESPONSE                         CODES      FREQ    CENT   PCT
  ----------                      ---------   -----   -----  -----
MY PARENT(S)/GUARDIAN(S)
DECIDE THEMSELVES..............           1     136    6.7%  10.8%
MY PARENT(S)/GUARDIAN(S)
DECIDE AFTER DISCUSSING IT
WITH ME........................           2      87    4.3%   6.0%
WE DECIDE TOGETHER AFTER
DICUSSING......................           3     186    9.2%  16.3%
I DECIDE AFTER DISCUSSING IT
WITH MY PARENT(S)/GUARDIAN(S).            4      89    4.4%   6.9%
I DECIDE BY MYSELF.............           5     720   35.5%  60.0%
 RESERVED CODES:
   MISSING.....................           8     268   13.2% (MISS)
   LEGITMATE SKIP..............           9     542   26.7% (MISS)
                                              -----   -----  -----
 TOTALS:                                       2028  100.0% 100.0%
```

Question 81B

Tape Pos. 547-547
Format: I1

F2D81B WHO DECIDES WHEN R USES THE CAR

When I can use the car

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	284	14.0%	23.0%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	65	3.2%	6.4%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	158	7.8%	12.7%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	64	3.2%	5.2%
I DECIDE BY MYSELF............	5	578	28.5%	52.8%
RESERVED CODES:				
MISSING......................	8	337	16.6%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 81C

Tape Pos. 548-548
Format: I1

F2D81C WHO DECIDES IF R CAN HAVE A JOB

Whether you can have a job

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	34	1.7%	2.7%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	23	1.1%	1.6%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	67	3.3%	5.1%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	55	2.7%	5.7%
I DECIDE BY MYSELF............	5	1032	50.9%	84.9%
RESERVED CODES:				
MISSING......................	8	275	13.6%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 81D

Tape Pos. 549-549
Format: I1

F2D81D WHO DECIDES HOW R SPENDS MONEY

How you spend your money

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	17	0.8%	1.1%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	15	0.7%	1.4%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	60	3.0%	4.4%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	55	2.7%	4.2%
I DECIDE BY MYSELF............	5	1064	52.5%	88.9%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING......................	8	274	13.5%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 81E

Tape Pos. 550-550
Format: I1

F2D81E WHO DECIDES IF R DRINKS W/PARENTS

Whether you can drink alcohol

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	357	17.6%	30.3%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	71	3.5%	5.4%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	134	6.6%	9.4%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	63	3.1%	7.2%
I DECIDE BY MYSELF............	5	572	28.2%	47.7%
RESERVED CODES:				
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING......................	8	288	14.2%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 81F

Tape Pos. 551-551
Format: I1

F2D81F WHO DECIDES IF R DRINKS AT PARTIES

Whether you can drink when you are at parties/social gatherings without them

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	134	6.6%	11.1%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	42	2.1%	3.4%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	78	3.8%	5.9%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	37	1.8%	4.0%
I DECIDE BY MYSELF............	5	908	44.8%	75.6%
RESERVED CODES:				
MISSING......................	8	287	14.2%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 81G

Tape Pos. 552-552
Format: I1

F2D81G WHO DECIDES ON PUNISHMENT FOR DRUG USE

If privileges should be taken away because you used alcohol or drugs

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES.............	1	370	18.2%	31.2%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME........................	2	71	3.5%	5.4%
WE DECIDE TOGETHER AFTER DICUSSING......................	3	104	5.1%	8.1%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S).	4	37	1.8%	3.2%
I DECIDE BY MYSELF............	5	591	29.1%	52.1%
RESERVED CODES:				
MISSING......................	8	313	15.4%	(MISS)
LEGITMATE SKIP.............	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 81H

Tape Pos. 553-553
Format: I1

F2D81H WHO DECIDES IF R GOES TO COLL/VOC SCHL

Whether you should go to college or vocational/technical school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S)/GUARDIAN(S) DECIDE THEMSELVES	1	37	1.8%	3.8%
MY PARENT(S)/GUARDIAN(S) DECIDE AFTER DISCUSSING IT WITH ME	2	47	2.3%	3.7%
WE DECIDE TOGETHER AFTER DICUSSING	3	179	8.8%	12.1%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)/GUARDIAN(S)	4	86	4.2%	5.7%
I DECIDE BY MYSELF	5	850	41.9%	74.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	286	14.1%	(MISS)
LEGITMATE SKIP	9	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82

How true are the following statements for you and your parent(s)/guardian(s)

Question 82A

Tape Pos. 554-555
Format: I2

F2D82A PARENTS TRUST R TO DO EXPECTED

My parent(s)/guardian(s) trust me to do what they expect without checking up on me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	76	3.7%	6.4%
MOSTLY FALSE	02	25	1.2%	2.0%
MORE FALSE THAN TRUE	03	72	3.6%	4.8%
MORE TRUE THAN FALSE	04	139	6.9%	10.2%
MOSTLY TRUE	05	280	13.8%	26.8%
TRUE	06	611	30.1%	49.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	282	13.9%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82B

Tape Pos. 556-557
Format: I2

F2D82B R DOESN'T KNOW WHY MUST OBEY PARENTS

I often do not know WHY I am supposed to do what my parent(s)/guardian(s) tell me to do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	561	27.7%	45.8%
MOSTLY FALSE	02	150	7.4%	12.8%
MORE FALSE THAN TRUE	03	112	5.5%	8.8%
MORE TRUE THAN FALSE	04	119	5.9%	10.1%
MOSTLY TRUE	05	93	4.6%	8.7%
TRUE	06	163	8.0%	14.2%
RESERVED CODES:				
MISSING	98	288	14.2%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82C

Tape Pos. 558-559
Format: I2

F2D82C R COUNTS ON PARENTS TO SOLVE PROBLEMS

I often count on my parent(s)/guardian(s) to solve many of my problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	579	28.6%	45.1%
MOSTLY FALSE	02	159	7.8%	11.4%
MORE FALSE THAN TRUE	03	135	6.7%	10.0%
MORE TRUE THAN FALSE	04	115	5.7%	11.1%
MOSTLY TRUE	05	98	4.8%	11.7%
TRUE	06	117	5.8%	10.7%
RESERVED CODES:				
MISSING	98	283	14.0%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82D

Tape Pos. 560-561
Format: I2

F2D82D R IS A SOURCE OF PRIDE TO PARENTS

I think that I will be a source of pride to my parent(s)/guardian(s) in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	61	3.0%	4.7%
MOSTLY FALSE	02	38	1.9%	3.7%
MORE FALSE THAN TRUE	03	89	4.4%	6.9%
MORE TRUE THAN FALSE	04	221	10.9%	17.9%
MOSTLY TRUE	05	252	12.4%	20.9%
TRUE	06	539	26.6%	45.8%
RESERVED CODES:				
MISSING	98	286	14.1%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82E

Tape Pos. 562-563
Format: I2

F2D82E R'S PARENTS GET ALONG

My parent(s)/guardian(s) get along well each other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	206	10.2%	22.6%
MOSTLY FALSE	02	56	2.8%	5.1%
MORE FALSE THAN TRUE	03	63	3.1%	5.2%
MORE TRUE THAN FALSE	04	120	5.9%	8.8%
MOSTLY TRUE	05	180	8.9%	16.1%
TRUE	06	560	27.6%	42.2%
RESERVED CODES:				
MISSING	98	301	14.8%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 82F

Tape Pos. 564-565
Format: I2

F2D82F R WANTS A FAMILY LIKE OWN

When I grow up and have a family, it will be similar to my own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	01	386	19.0%	31.5%
MOSTLY FALSE	02	81	4.0%	6.3%
MORE FALSE THAN TRUE	03	131	6.5%	10.1%
MORE TRUE THAN FALSE	04	144	7.1%	14.2%
MOSTLY TRUE	05	161	7.9%	13.2%
TRUE	06	300	14.8%	24.8%
RESERVED CODES:				
MISSING	98	283	14.0%	(MISS)
LEGITMATE SKIP	99	542	26.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 83

Tape Pos. 566-566
Format: I1

F2D83 LAST 2 YRS R RAN AWAY FOR WEEK +

Did you run away from home for a week or more at ant time during the last two years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	270	13.3%	11.9%
NO	2	1628	80.3%	88.1%
RESERVED CODES:				
MISSING	8	130	6.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 84A

Tape Pos. 567-568
Format: I2

F2D84A AGE R LEFT ALONE WEEK +, 1ST TIME

How old were you when you were first left alone for a week or longer without other adults in the household?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	04	1	0.0%	0.1%
	05	1	0.0%	0.1%
	06	2	0.1%	0.2%
	07	6	0.3%	0.8%
	08	9	0.4%	1.1%
	09	7	0.3%	0.7%
	10	25	1.2%	3.5%
	11	17	0.8%	1.9%
	12	51	2.5%	9.0%
	13	62	3.1%	7.2%
	14	90	4.4%	11.3%
	15	142	7.0%	14.1%
	16	206	10.2%	20.0%
	17	181	8.9%	18.1%
	18	99	4.9%	12.1%
RESERVED CODES:				
MISSING	98	209	10.3%	(MISS)
LEGITIMATE SKIP	99	920	45.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 84B

Tape Pos. 569-569
Format: I1

F2D84B R NEVER LEFT ALONE

I have never been left alone for a week or longer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER LEFT ALONE	1	920	45.4%	100.0%
RESERVED CODES:				
MISSING	8	209	10.3%	(MISS)
LEGITIMATE SKIP	9	899	44.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 85

Tape Pos. 570-570
Format: I1

F2D85 # TIMES R MOVED SINCE 01-01-88

How many times have you moved since January 1, 1988?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	656	32.3%	33.2%
1 TIME	2	446	22.0%	22.1%
2 TIMES	3	308	15.2%	18.4%
3 OR MORE TIMES	4	482	23.8%	26.3%
RESERVED CODES:				
MISSING	8	136	6.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 86

Tape Pos. 571-571
Format: I1

F2D86 # TIMES R CHANGED SCHOOL SINCE 01-01-88

How many times have you changed schools since January 1, 1988?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1134	55.9%	53.2%
1 TIME	2	404	19.9%	23.0%
2 TIMES	3	220	10.8%	15.7%
3 OR MORE TIMES	4	139	6.9%	8.1%
RESERVED CODES:				
MISSING	8	131	6.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 87

Tape Pos. 572-572
Format: I1

F2D87 DOES R CONSIDER HIM/HERSELF RELIGIOUS

Do you think of yourself as a religious person?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, VERY	1	169	8.3%	8.6%
YES, SOMEWHAT	2	931	45.9%	49.6%
NO, NOT AT ALL	3	812	40.0%	41.8%
RESERVED CODES:				
MISSING	8	116	5.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 88

Tape Pos. 573-574
Format: I2

F2D88 PAST YR,# TIMES ATTEND RELIGIOUS SERVICE

In the past year, about how often have you attended religious services?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MORE THAN ONCE A WEEK	01	113	5.6%	5.7%
ABOUT ONCE A WEEK	02	282	13.9%	15.7%
TWO OR THREE TIMES A MONTH	03	159	7.8%	7.2%
ABOUT ONCE A MONTH	04	142	7.0%	7.0%
SEVERAL TIMES A YEAR OR LESS	05	453	22.3%	23.0%
NOT AT ALL	06	761	37.5%	41.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	117	5.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

VII. LANGUAGE USE

Question 89

Tape Pos. 575-575
Format: I1

F2D89 ENGLISH R'S NATIVE LANGUAGE

Is English your native language?

RESPONRE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1707	84.2%	87.0%
NO	2	302	14.9%	13.0%
RESERVED CODES:				
MISSING	8	19	0.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 90

How often do you use your native language with...

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Question 90A

Tape Pos. 576-576
Format: I1

F2D90A R USES NATIVE LANGUAGE W/MOTHER

Your mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	185	9.1%	68.2%
ABOUT HALF THE TIME...........	2	35	1.7%	9.4%
SOMETIMES.....................	3	39	1.9%	11.9%
NEVER.........................	4	19	0.9%	5.8%
DOES NOT APPLY................	5	17	0.8%	4.7%
RESERVED CODES:				
MISSING.......................	8	26	1.3%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 90B

Tape Pos. 577-577
Format: I1

F2D90B R USES NATIVE LANGUAGE W/FATHER

Your father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	153	7.5%	46.2%
ABOUT HALF THE TIME...........	2	29	1.4%	6.9%
SOMETIMES.....................	3	37	1.8%	16.4%
NEVER.........................	4	27	1.3%	8.1%
DOES NOT APPLY................	5	49	2.4%	22.4%
RESERVED CODES:				
MISSING.......................	8	26	1.3%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 90C

Tape Pos. 578-578
Format: I1

F2D90C R USES NATIVE LANGUAGE W/SIBLINGS

Your brothers and sisters

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	78	3.8%	41.9%
ABOUT HALF THE TIME...........	2	63	3.1%	15.2%
SOMETIMES.....................	3	92	4.5%	25.5%
NEVER.........................	4	48	2.4%	14.0%
DOES NOT APPLY................	5	14	0.7%	3.4%
RESERVED CODES:				
MISSING.......................	8	26	1.3%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 90D

Tape Pos. 579-579
Format: I1

F2D90D R USES NATIVE LANGUAGE W/FRIENDS

Your friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	63	3.1%	32.2%
ABOUT HALF THE TIME...........	2	54	2.7%	15.6%
SOMETIMES.....................	3	101	5.0%	26.7%
NEVER.........................	4	64	3.2%	22.2%
DOES NOT APPLY................	5	13	0.6%	3.3%
RESERVED CODES:				
MISSING.......................	8	26	1.3%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 90E

Tape Pos. 580-580
Format: I1

F2D90E R USES NATIVE LANGUAGE W/SPOUSE

Your spouse

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	49	2.4%	18.7%
ABOUT HALF THE TIME...........	2	21	1.0%	5.9%
SOMETIMES.....................	3	37	1.8%	8.9%
NEVER.........................	4	20	1.0%	9.2%
DOES NOT APPLY................	5	159	7.8%	57.3%
RESERVED CODES:				
MISSING.......................	8	35	1.7%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 91

How well do you do the following?

Question 91A

Tape Pos. 581-581
Format: I1

F2D91A HOW WELL R UNDERSTAND SPOKEN ENGLISH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL.....................	1	206	10.2%	65.4%
WELL..........................	2	86	4.2%	29.6%
NOT WELL......................	3	9	0.4%	5.0%
RESERVED CODES:				
MISSING.......................	8	20	1.0%	(MISS)
LEGITIMATE SKIP...............	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 91B

Tape Pos. 582-582
Format: I1

F2D91B HOW WELL R SPEAKS ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT.
VERY WELL.....................	1	187	9.2%	59.4%
WELL..........................	2	100	4.9%	34.0%
NOT WELL......................	3	12	0.6%	6.6%
RESERVED CODES:				
MISSING.......................	8	22	1.1%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 91C

Tape Pos. 583-583
Format: I1

F2D91C HOW WELL R READS ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL.....................	1	175	8.6%	56.5%
WELL..........................	2	104	5.1%	37.3%
NOT WELL......................	3	20	1.0%	6.2%
RESERVED CODES:				
MISSING.......................	8	22	1.1%	(MISS)
LEGITMATE SKIP................	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 91D

Tape Pos. 584-584
Format: I1

F2D91D HOW WELL R WRITES ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	170	8.4%	55.3%
WELL	2	103	5.1%	35.7%
NOT WELL	3	27	1.3%	9.0%
RESERVED CODES:				
MISSING	8	21	1.0%	(MISS)
LEGITMATE SKIP	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 92A

Tape Pos. 585-585
Format: I1

F2D92A R REC'D SPECIAL HELP IN SCHOOL

When you were in school, did you ever receive special help in reading, writing, or speaking English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	72	3.6%	25.2%
NO	2	214	10.6%	74.8%
RESERVED CODES:				
MISSING	8	35	1.7%	(MISS)
LEGITMATE SKIP	9	1707	84.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question 92B

Was the special help in the form of ...

Question 92BA

Tape Pos. 586-586
Format: I1

F2D92BA HELP FROM INDIVIDUAL TUTOR

Indiviual (one-to-one) tutoring?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	16	0.8%	18.9%
NO	2	54	2.7%	81.1%
RESERVED CODES:				
MISSING	8	37	1.8%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 92BB

Tape Pos. 587-587
Format: I1

F2D92BB HELP FROM A SMALL GROUP

A small group?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	45	2.2%	66.6%
NO	2	23	1.1%	33.4%
RESERVED CODES:				
MISSING	8	39	1.9%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 92BC

Tape Pos. 588-588
Format: I1

F2D92BC HELP FROM A LARGE GROUP

A large group other than your regular class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15	0.7%	25.8%
NO	2	55	2.7%	74.2%
RESERVED CODES:				
MISSING	8	37	1.8%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 92BD

Tape Pos. 589-589
Format: I1

F2D92BD HELP FROM ENGLISH AS A 2ND LANG

English as a second language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	32	1.6%	48.8%
NO	2	36	1.8%	51.2%
RESERVED CODES:				
MISSING	8	39	1.9%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 92BE

Tape Pos. 590-590
Format: I1

F2D92BE HELP FROM BILINGUAL EDUC

Bilingual education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	27	1.3%	40.6%
NO	2	41	2.0%	59.4%
RESERVED CODES:				
MISSING	8	39	1.9%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 92C

How much have your English skills improved in the following areas because you participated in special classes or activities

Question 92CA

Tape Pos. 591-591
Format: I1

F2D92CA HELP AIDED ENGLISH UNDERSTANDING

Understanding spoken English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	1	7	0.3%	15.1%
SOMEWHAT	2	24	1.2%	30.8%
A GREAT DEAL	3	38	1.9%	54.1%
RESERVED CODES:				
MISSING	8	38	1.9%	(MISS)
LEGITMATE SKIP	9	1921	94.7%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question   92CB                         Tape Pos. 592-592
---------------                         Format: I1

F2D92CB    HELP AIDED ENGLISH SPEAKING

Speaking English?

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NOT AT ALL......................     1          5     0.2%   10.5%
SOMEWHAT........................     2         20     1.0%   29.0%
A GREAT DEAL....................     3         43     2.1%   60.5%
 RESERVED CODES:
   MISSING......................     8         39     1.9%  (MISS)
   LEGITMATE SKIP...............     9       1921    94.7%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   92CC                         Tape Pos. 593-593
---------------                         Format: I1

F2D92CC    HELP AIDED READING ENGLISH

Reading English?

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NOT AT ALL......................     1          6     0.3%   15.4%
SOMEWHAT........................     2         23     1.1%   26.7%
A GREAT DEAL....................     3         40     2.0%   57.9%
 RESERVED CODES:
   MISSING......................     8         38     1.9%  (MISS)
   LEGITMATE SKIP...............     9       1921    94.7%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   92CD                         Tape Pos. 594-594
---------------                         Format: I1

F2D92CD    HELP AIDED WRITING ENGLISH

Writing English?

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NOT AT ALL......................     1          7     0.3%   12.0%
SOMEWHAT........................     2         27     1.3%   35.7%
A GREAT DEAL....................     3         35     1.7%   52.3%
 RESERVED CODES:
   MISSING......................     8         38     1.9%  (MISS)
   LEGITMATE SKIP...............     9       1921    94.7%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%

NOTE:  nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   93                           Tape Pos. 595-595
-------------                           Format: I1

F2D93      R STAY IN SCHOOL IF ENGLISH BETTER

Thinking back to when you left school, do you feel you
might have stayed in school if you had better knowledge of
the english language?

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
YES.............................     1         63     3.1%   21.1%
NO..............................     2        220    10.8%   78.9%
 RESERVED CODES:
   MISSING......................     8         38     1.9%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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Question   94
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How much of a problem do you feel your understanding of the
English language is or would be in the following situations
```

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Question   94A                          Tape Pos. 596-596
---------------                         Format: I1

F2D94A     ENGLISH PROBLEM FOR GOOD GRADES

Obtaining good grades in high school

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NO PROBLEM AT ALL...............     1        186     9.2%   63.8%
SOMEWHAT OF A PROBLEM...........     2         75     3.7%   30.8%
A MAJOR PROBLEM.................     3         15     0.7%    5.4%
 RESERVED CODES:
   MISSING......................     8         45     2.2%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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---------------
Question   94B                          Tape Pos. 597-597
---------------                         Format: I1

F2D94B     ENGLISH PROBLEM TO GET HIRED

Getting hired for a job that you really want

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NO PROBLEM AT ALL...............     1        186     9.2%   69.8%
SOMEWHAT OF A PROBLEM...........     2         60     3.0%   21.1%
A MAJOR PROBLEM.................     3         29     1.4%    9.1%
 RESERVED CODES:
   MISSING......................     8         46     2.3%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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---------------
Question   94C                          Tape Pos. 598-598
---------------                         Format: I1

F2D94C     ENGLISH PROBLEM FOR BETTER PAY

Getting higher pay in a job

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NO PROBLEM AT ALL...............     1        180     8.9%   62.7%
SOMEWHAT OF A PROBLEM...........     2         66     3.3%   26.7%
A MAJOR PROBLEM.................     3         28     1.4%   10.6%
 RESERVED CODES:
   MISSING......................     8         47     2.3%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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---------------
Question   94D                          Tape Pos. 599-599
---------------                         Format: I1

F2D94D     ENGLISH PROBLEM TO APPLY TO 4YR SCHL

Applying to a four-year college

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NO PROBLEM AT ALL...............     1        161     7.9%   58.2%
SOMEWHAT OF A PROBLEM...........     2         71     3.5%   28.7%
A MAJOR PROBLEM.................     3         38     1.9%   13.1%
 RESERVED CODES:
   MISSING......................     8         51     2.5%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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---------------
Question   94E                          Tape Pos. 600-600
---------------                         Format: I1

F2D94E     ENGLISH PROBLEM TO APPLY TO 2YR SCHL

Applying to a two-year community/junior college

                                                      PER-    WGTD
    RESPONSE                     CODES       FREQ     CENT    PCT
   ----------                   --------    -----    -----   -----
NO PROBLEM AT ALL...............     1        176     8.7%   60.4%
SOMEWHAT OF A PROBLEM...........     2         62     3.1%   26.4%
A MAJOR PROBLEM.................     3         37     1.8%   13.3%
 RESERVED CODES:
   MISSING......................     8         46     2.3%  (MISS)
   LEGITMATE SKIP...............     9       1707    84.2%  (MISS)
                                            -----    -----   -----
 TOTALS:                                     2028   100.0%  100.0%
```

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---------------
Question   94F                                        Tape Pos. 601-601
---------------                                       Format: I1

F2D94F     ENGLISH PROBLEM TO APPLY TO VOC SCHL

Applying to a vocational, technical, trade or business
school

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        171      8.4%   59.0%
SOMEWHAT OF A PROBLEM...........          2         72      3.6%   28.8%
A MAJOR PROBLEM.................          3         33      1.6%   12.2%
 RESERVED CODES:
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

```
---------------
Question   94G                                        Tape Pos. 602-602
---------------                                       Format: I1

F2D94G     ENGLISH PROBLEM FOR ACCEPT AT 4YR SCHL

Getting accepted at a four-year college

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        155      7.6%   56.1%
SOMEWHAT OF A PROBLEM...........          2         75      3.7%   28.3%
A MAJOR PROBLEM.................          3         45      2.2%   15.6%
 RESERVED CODES:
   REFUSED......................          7          1      0.0% (MISS)
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

```
---------------
Question   94H                                        Tape Pos. 603-603
---------------                                       Format: I1

F2D94H     ENGLISH PROBLEM FOR ACCEPT AT 2YR SCHL

Getting accepted at a two-year community/junior college

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        168      8.3%   58.9%
SOMEWHAT OF A PROBLEM...........          2         74      3.6%   29.4%
A MAJOR PROBLEM.................          3         33      1.6%   11.7%
 RESERVED CODES:
   REFUSED......................          7          1      0.0% (MISS)
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

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---------------
Question   94I                                        Tape Pos. 604-604
---------------                                       Format: I1

F2D94I     ENGLISH PROBLEM FOR ACCEPT AT VOC SCHL

Getting accepted at a vocational, technical, business or
trade school

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        176      8.7%   60.2%
SOMEWHAT OF A PROBLEM...........          2         69      3.4%   28.4%
A MAJOR PROBLEM.................          3         30      1.5%   11.3%
 RESERVED CODES:
   REFUSED......................          7          1      0.0% (MISS)
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

```
---------------
Question   94J                                        Tape Pos. 605-605
---------------                                       Format: I1

F2D94J     ENGLISH PROBLEM FOR GOOD GRADES:4YR

Getting good grades in college

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        170      8.4%   59.7%
SOMEWHAT OF A PROBLEM...........          2         72      3.6%   28.4%
A MAJOR PROBLEM.................          3         33      1.6%   11.9%
 RESERVED CODES:
   REFUSED......................          7          1      0.0% (MISS)
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

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---------------
Question   94K                                        Tape Pos. 606-606
---------------                                       Format: I1

F2D94K     ENGLISH PROBLEM FOR GOOD GRADES:2YR

Getting good grades in vocational, technical, business or
trade school

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
NO PROBLEM AT ALL...............          1        171      8.4%   59.4%
SOMEWHAT OF A PROBLEM...........          2         72      3.6%   28.5%
A MAJOR PROBLEM.................          3         32      1.6%   12.1%
 RESERVED CODES:
   REFUSED......................          7          1      0.0% (MISS)
   MISSING......................          8         45      2.2% (MISS)
   LEGITMATE SKIP...............          9       1707     84.2% (MISS)
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

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-----------------
Question   F2QWT                                      Tape Pos. 607-616
-----------------                                     Format: R10.4

F2QWT      F2 QUESTIONNAIRE WEIGHT

Use for producing weighted twelfth grade student statistics
in cross-sectional analyses.

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
8.0006 TO 5554.7807...........           00       2028    100.0%  100.0%
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

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------------------
Question   F2PNLWT                                    Tape Pos. 617-626
------------------                                    Format: R10.4

F2PNLWT    F2 8TH GRADE PANEL WEIGHT

Use for producing weighted student panel statistics when
all three survey waves (base year, first follow-up and
second follow-up) data are included in the analyses.

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
0 TO 6413.0176................           00       2028    100.0%  100.0%
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

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Question   F2F1PNWT                                   Tape Pos. 627-636
-------------------                                   Format: R10.4

F2F1PNWT   PANEL WEIGHT FOR F1 - F2 COMPLETERS

Use for producing weighted student panel statistics when
both first follow-up and second follow-up data are employed
in the analyses.

                                                              PER-    WGTD
     RESPONSE                      CODES          FREQ      CENT    PCT
    -----------                  ---------       -----     -----   -----
0 TO 5685.3728................           00       2028    100.0%  100.0%
                                                 -----     -----   -----
 TOTALS:                                          2028    100.0%  100.0%
```

Question F2BYQFLC

Tape Pos. 637-637
Format: I1

F2BYQFLC BASE YEAR QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a base year student questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE..............	0	388	19.1%	19.2%
COMPLETED BY QUEX.............	1	1640	80.9%	80.8%
TOTALS:		2028	100.0%	100.0%

Question F2F1QFLC

Tape Pos. 638-638
Format: I1

F2F1QFLC F1 QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a first follow-up student or dropout questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE..............	0	191	9.4%	12.5%
STUDENT QUEX COMPLETE.........	1	1204	59.4%	53.2%
DROPOUT QUEX COMPLETE.........	2	633	31.2%	34.3%
TOTALS:		2028	100.0%	100.0%

Question F2QFLC

Tape Pos. 639-639
Format: I1

F2QFLC SECOND FOLLOW-UP QUESTIONNAIRE AVAILABLE

Indicates whether or not sample member completed a second follow- up student or dropout questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DROPOUT QUEX COMPLETE.........	2	2028	100.0%	100.0%
TOTALS:		2028	100.0%	100.0%

Question F2TXFLC

Tape Pos. 640-640
Format: I1

F2TXFLC STUDENT TESTS AVAILABLE

Indicates whether or not sample member completed a second follow-up cognitive test. This flag appears on the dropout file even though the test scores do not; dropout test scores appear only on the student data files.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE..............	0	1170	57.7%	56.3%
COMPLETED TESTS...............	1	858	42.3%	43.7%
TOTALS:		2028	100.0%	100.0%

Question F2NSSFLC

Tape Pos. 641-641
Format: I1

F2NSSFLC NEW STUDENT SUPPLEMENT AVAILABLE

Indicates whether or not sample member completed a second follow-up New Student Supplement (NSS).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SUPPLEMENT N/A OR MISSING.....	0	1961	96.7%	97.0%
SUPPLEMENT COMPLETED..........	1	67	3.3%	3.0%
TOTALS:		2028	100.0%	100.0%

Question F2BYF1PN

Tape Pos. 642-642
Format: I1

F2BYF1PN BY AND F1 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is part of the base year/first follow-up Panel sample (eighth grade (1988) to tenth grade (1990) longitudinal Panel).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT BY / F1 PANEL MEMBER......	0	516	25.4%	28.8%
BY / F1 PANEL MEMBER..........	1	1512	74.6%	71.2%
TOTALS:		2028	100.0%	100.0%

Question F2F1PNFL

Tape Pos. 643-643
Format: I1

F2F1PNFL F1 & F2 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is a member of the first follow-up/second follow-up Panel sample (tenth grade (1990) to twelfth grade (1992) longitudinal Panel).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT F1 / F2 PANEL MEMBER......	0	191	9.4%	12.5%
F1 / F2 PANEL MEMBER, NOT IN 10TH GRADE..................	1	848	41.8%	44.6%
F1 / F2 PANEL MEMBER..........	2	989	48.8%	42.9%
TOTALS:		2028	100.0%	100.0%

Question F2PNLFLG

Tape Pos. 644-644
Format: I1

F2PNLFLG BY & F1 & F2 QUESTIONNAIRES AVAILABLE

Indicates whether or not sample member on second follow-up file is a member of the base year/first follow-up/second follow-up Panel sample (participation in all three waves of NELS:88: eighth grade (1988), tenth grade (1990), and twelfth grade (1992)).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT BY / F1 / F2 PANEL MEMBER.	0	516	25.4%	28.8%
BY / F1 / F2 PANEL MEMBER.....	1	1512	74.6%	71.2%
TOTALS:		2028	100.0%	100.0%

Question G8COHORT

Tape Pos. 645-645
Format: I1

G8COHORT MEMBER 8TH GRADE IN-SCHOOL CLASS 87-88

Indicates whether or not sample member is a member of the 8th grade cohort (whether or not s/he was enrolled in the 8th grade during the 1987-88 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	150	7.4%	6.1%
SPRING MEMBER.................	1	1805	89.0%	88.9%
INELIGIBLE MEMBER.............	3	73	3.6%	5.0%
TOTALS:		2028	100.0%	100.0%

Question G10COHRT

Tape Pos. 646-646
Format: I1

G10COHRT MEMBER 10TH GRADE IN-SCHOOL CLASS 89-90

Indicates whether or not sample member is a member of the 10th grade cohort (whether or not s/he was enrolled in the 10th grade during the 1989-90 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER..................	0	971	47.9%	50.6%
SPRING MEMBER.................	1	1046	51.6%	48.8%
INELIGIBLE MEMBER.............	3	11	0.5%	0.6%
TOTALS:		2028	100.0%	100.0%

Question G12COHRT

Tape Pos. 647-647
Format: I1

G12COHRT MEMBER 12TH GRADE IN-SCHOOL CLASS 91-92

Indicates whether or not sample member is a member of the 12th grade cohort (whether or not s/he was enrolled in the 12th grade during the 1991-92 school year)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A MEMBER	0	2028	100.0%	100.0%
TOTALS:		2028	100.0%	100.0%

Question F2STAT

Tape Pos. 648-649
Format: I2

F2STAT STATUS OF SAMPLE MEMBER IN F2

Indicates final status in the second follow-up for sample members who appear on the file.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARTICIPATED	00	2028	100.0%	100.0%
TOTALS:		2028	100.0%	100.0%

Question F2DOSTAT

Tape Pos. 650-650
Format: I1

F2DOSTAT DROPOUT STATUS

Indicates enrollment status, either dropout or student, as of the second follow-up ONLY. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) and the HS&B/NELS:88 second follow-up definition of a dropout (i.e., dropouts plus alternative completers: use values 3, 4, and 5).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALTERNATIVE STUDENT	3	457	22.5%	23.6%
DROPOUT, NO RETURN	5	1571	77.5%	76.4%
TOTALS:		2028	100.0%	100.0%

Question F2SEQFLC

Tape Pos. 651-651
Format: I1

F2SEQFLC ENROLLED 12TH GR. WHEN QUEX ADMINISTERED

Indicates whether or not participating students are currently enrolled in 12th grade. Also identifies dropouts, regardless of their participation status (values 4 & 5).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE-ALTERNATIVE COMPLETER	4	457	22.5%	23.6%
NOT APPLICABLE-DROPOUT	5	1571	77.5%	76.4%
TOTALS:		2028	100.0%	100.0%

Question F2SMPFLC

Tape Pos. 652-652
Format: I1

F2SMPFLC SAMPLE MEMBER FLAG

Indicates how and when sample members were brought into the study: base year (eighth grade cohort or base year ineligible), first or second follow-up freshened student.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EIGHTH GRADE COHORT	0	1805	89.0%	88.9%
F1 OR 10TH GRADE FRESHENED STUDENT	2	150	7.4%	6.1%
BASE YEAR INELIGIBLE	3	73	3.6%	5.0%
TOTALS:		2028	100.0%	100.0%

Question F2SEX

Tape Pos. 653-653
Format: I1

F2SEX COMPOSITE SEX

The most complete indicator of sample members' gender, this variable is based on the first follow-up (F1SEX) composite and augmented by second follow-up New Student Supplement information or, if still missing, imputation from student first names.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	1032	50.9%	49.6%
FEMALE	2	996	49.1%	50.4%
TOTALS:		2028	100.0%	100.0%

Question F2RACE1

Tape Pos. 654-654
Format: I1

F2RACE1 COMPOSITE RACE

Indicates student's "best known" race, based on second follow-up New Student Supplement data (when available) or F1RACE composite.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN, PACIFIC ISLANDER	1	46	2.3%	1.5%
HISPANIC	2	433	21.4%	16.7%
BLACK, NOT HISPANIC	3	318	15.7%	16.3%
WHITE, NOT HISPANIC	4	1139	56.2%	60.5%
AMERICAN INDIAN, ALASKAN	5	55	2.7%	3.1%
RESERVED CODES:				
MISSING	8	37	1.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2SES1

Tape Pos. 655-659
Format: R5.3

F2SES1 SOCIO-ECONOMIC STATUS COMPOSITE

This continuous variable estimates socioeconomic status. It was derived from the BY parent questionnaire data, the BY student questionnaire data, or the first follow-up or second follow-up New Student Supplement data. F2SES1 appears on all second follow-up student files (tape and CD-ROM).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-2.889 TO 1.893	01.000	1923	94.8%	100.0%
RESERVED CODES:				
MISSING	99.998	105	5.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

Question F2SES1Q

Tape Pos. 660-660
Format: I1

F2SES1Q SOCIO-ECONOMIC QUARTILE

Indicates the quartile into which F2SES1 falls. It is constructed by recoding F2SES1 into quartiles based on the weighted (with F2QWT) marginal distribution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	1004	49.5%	51.0%
QUARTILE 2	2	526	25.9%	25.7%
QUARTILE 3	3	289	14.3%	16.5%
QUARTILE 4 HIGH	4	104	5.1%	6.7%
RESERVED CODES:				
MISSING	8	105	5.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

BEGIN NEW STUDENT SUPPLEMENT FREQUENCIES

Note: for the user's convenience, the New Student Supplement frequencies distinguish between types of missing cases coded blank. However, because these types of missings are coded blank, SPSS and SAS will not be able to distinguish between them.

Question 2

Tape Pos. 661-661
Format: I1

F2N2 R'S SEX

What is your sex?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	954	47.0%	49.7%
FEMALE	2	926	45.7%	50.3%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	20	1.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable reflects the subjective reports of respondents. F2SEX has been supplemented by observations reported by field staff.

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 4

Tape Pos. 662-663
Format: I2

F2N4 IS R'S MOTHER WORKING

Is your mother, stepmother, or female guardian currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	01	1401	69.1%	74.6%
UNEMPLOYED	02	311	15.3%	17.3%
RETIRED	03	35	1.7%	1.8%
DISABLED	04	81	4.0%	5.0%
MY MOTHER IS NOT LIVING	05	26	1.3%	1.2%
I DO NOT HAVE A STEPMOTHER OR FEMALE GUARDIAN	06	4	0.2%	0.1%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	97	6	0.3%	(MISS)
MISSING	98	37	1.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 5

Tape Pos. 664-665
Format: I2

F2N5 WHAT IS R'S MOTHER'S OCCUPATION

Which of the categories below comes closest to describing your mothers current job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	224	11.0%	12.8%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE/CABLE INSTALLER, CARPENTER	02	38	1.9%	2.1%
FARMER, FARM MANAGER	03	5	0.2%	0.2%
FULL-TIME HOMEMAKER	04	352	17.4%	17.3%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	63	3.1%	3.0%
MANAGER SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT	06	54	2.7%	3.2%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	3	0.1%	0.2%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	225	11.1%	11.2%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN BUT NOT INCLUDING SCHOOL TEACHER	09	59	2.9%	4.9%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	2	0.1%	0.0%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	15	0.7%	0.8%
PROTECTIVE SERVICE SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD	12	5	0.2%	0.3%
SALES SUCH AS SALES REPRESENTATIVE ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	52	2.6%	2.3%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	21	1.0%	1.5%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	518	25.5%	28.6%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	20	1.0%	1.4%
OTHER	17	179	8.8%	10.3%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	97	2	0.1%	(MISS)
MISSING	98	34	1.7%	(MISS)
LEGITIMATE SKIP	99	30	1.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 6

Tape Pos. 666-667
Format: I2

F2N6 IS R'S FATHER WORKING

Is your father, stepfather, or male guardian currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	01	1338	66.0%	75.6%
UNEMPLOYED	02	138	6.8%	9.0%
RETIRED	03	56	2.8%	2.7%
DISABLED	04	101	5.0%	5.8%
MY FATHER IS NOT LIVING	05	124	6.1%	6.8%
I DO NOT HAVE A STEPFATHER OR MALE GUARDIAN	06	5	0.2%	0.1%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	97	62	3.1%	(MISS)
MISSING	98	77	3.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 7

Tape Pos. 668-669
Format: I2

F2N7 WHAT IS R'S FATHER'S OCCUPATION

Which of the categories below comes closet to describing your fathers current job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT....................	01	50	2.5%	2.8%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE/CABLE INSTALLER, CARPENTER..........	02	299	14.7%	17.8%
FARMER, FARM MANAGER..........	03	18	0.9%	0.8%
FULL-TIME HOMEMAKER...........	04	4	0.2%	0.2%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER........	05	216	10.7%	11.6%
MANAGER SUCH AS SALES MANAGER, OFFICE MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT....................	06	63	3.1%	4.1%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES..............	07	23	1.1%	1.4%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER......	08	474	23.4%	25.8%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN BUT NOT INCLUDING SCHOOL TEACHER........................	09	28	1.4%	1.5%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER........................	10	13	0.6%	0.5%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR........	11	43	2.1%	3.4%
PROTECTIVE SERVICE SUCH AS POLICE OFFICER, FIREFIGHTER DETECTIVE, SHERIFF, SECURITY GUARD.........................	12	23	1.1%	2.9%
SALES SUCH AS SALES REPRESENTATIVE ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER........................	13	48	2.4%	4.0%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE..	14	5	0.2%	0.2%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR.............	15	117	5.8%	6.2%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON......	16	22	1.1%	1.7%
OTHER.........................	17	266	13.1%	15.2%
RESERVED CODES:				
NO BY OR NSS DATA..........		127	6.3%	(MISS)
MULTIPLE RESPONSE..........	96	1	0.0%	(MISS)
REFUSED....................	97	3	0.1%	(MISS)
MISSING....................	98	56	2.8%	(MISS)
LEGITIMATE SKIP............	99	129	6.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 8

How far in school did your parents go?

Question 8A

Tape Pos. 670-671
Format: I2

F2N8A HOW FAR IN SCHOOL DID R'S FATHER GO

Father (or male guardian education)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION.....................	01	648	32.0%	34.4%
HIGH SCHOOL GRADUATION ONLY OR GED, OR ITS EQUIVALENCY ONLY..........................	02	517	25.5%	28.6%
VOC.,TRADE OR BUSINESS AFTER HIGH SCHOOL....................	03	119	5.9%	6.4%
COLLEGE PROGRAM AFTER HIGH SCHOOL.........................	04	67	3.3%	4.3%
FINISH COLLEGE................	05	70	3.5%	4.2%
MASTER'S DEGREE OR EQUIVALENT.	06	26	1.3%	1.9%
PH.D.,M.D. OR OTHER PROFESSIONAL DEGREE...........	07	23	1.1%	1.7%
DON'T KNOW....................	08	338	16.7%	18.5%
RESERVED CODES:				
NO BY OR NSS DATA..........		127	6.3%	(MISS)
MULTIPLE RESPONSE..........	96	5	0.2%	(MISS)
REFUSED....................	97	17	0.8%	(MISS)
MISSING....................	98	71	3.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 8B

Tape Pos. 672-673
Format: I2

F2N8B HOW FAR IN SCHOOL DID R'S MOTHER GO

Mother (or female guardian) education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION.....................	01	652	32.1%	32.2%
HIGH SCHOOL GRADUATION ONLY OR GED, OR ITS EQUIVALENCY ONLY..........................	02	613	30.2%	34.3%
VOC.,TRADE OR BUSINESS AFTER HIGH SCHOOL....................	03	121	6.0%	7.0%
COLLEGE PROGRAM AFTER HIGH SCHOOL.........................	04	79	3.9%	4.3%
FINISH COLLEGE................	05	70	3.5%	3.5%
MASTER'S DEGREE OR EQUIVALENT.	06	32	1.6%	1.7%
PH.D.,M.D. OR OTHER PROFESSIONAL DEGREE...........	07	24	1.2%	2.6%
DON'T KNOW....................	08	256	12.6%	14.3%
RESERVED CODES:				
NO BY OR NSS DATA..........		127	6.3%	(MISS)
MULTIPLE RESPONSE..........	96	2	0.1%	(MISS)
REFUSED....................	97	5	0.2%	(MISS)
MISSING....................	98	47	2.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 9

How many older brothers and sisters do you have (including adopted, step- or half-)?

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Question 9A

Tape Pos. 674-675
Format: I2

F2N9A NUMBER OF OLDER BROTHERS R HAS

Brother(s)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	00	567	28.0%	36.5%
ONE	01	447	22.0%	30.8%
TWO	02	235	11.6%	16.4%
THREE	03	112	5.5%	9.0%
FOUR	04	51	2.5%	3.5%
FIVE	05	21	1.0%	1.4%
6 OR MORE	06	31	1.5%	2.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	96	2	0.1%	(MISS)
MISSING	98	392	19.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 9B

Tape Pos. 676-677
Format: I2

F2N9B NUMBER OF OLDER SISTERS R HAS

Sister(s)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	00	596	29.4%	40.1%
ONE	01	420	20.7%	31.2%
TWO	02	201	9.9%	12.3%
THREE	03	91	4.5%	6.0%
FOUR	04	55	2.7%	5.9%
FIVE	05	23	1.1%	1.8%
6 OR MORE	06	36	1.8%	2.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	435	21.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 10

How many younger brothers and sisters do you hav (including adopted, step- or half-)?

Question 10A

Tape Pos. 678-679
Format: I2

F2N10A NUMBER OF YOUNGER BROTHERS R HAS

Brother(s)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	00	699	34.5%	48.8%
ONE	01	453	22.3%	30.4%
TWO	02	188	9.3%	13.7%
THREE	03	63	3.1%	3.6%
FOUR	04	16	0.8%	2.4%
FIVE	05	10	0.5%	0.5%
6 OR MORE	06	11	0.5%	0.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	417	20.6%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 10B

Tape Pos. 680-681
Format: I2

F2N10B NUMBER OF YOUNGER SISTERS R HAS

Sister(s)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	00	718	35.4%	51.0%
ONE	01	420	20.7%	27.4%
TWO	02	191	9.4%	13.4%
THREE	03	67	3.3%	5.3%
FOUR	04	21	1.0%	1.2%
FIVE	05	9	0.4%	1.5%
6 OR MORE	06	5	0.2%	0.3%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	426	21.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 11

Tape Pos. 682-682
Format: I1

F2N11 # R'S SIBLINGS LEFT HS BEFORE GRAD

How many of your brothers and sisters left high school before graduating?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
I DON'T HAVE ANY BROTHERS AND SISTERS	1	80	3.9%	5.1%
NONE ARE IN HIGH SCHOOL YET	2	261	12.9%	19.0%
NONE LEFT	3	513	25.3%	36.1%
ONE LEFT SCHOOL	4	317	15.6%	23.9%
TWO OR MORE LEFT SCHOOL	5	251	12.4%	15.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	435	21.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12

Which of the following does your family have in your home?

Question 12A

Tape Pos. 683-683
Format: I1

F2N12A FAMILY HAS A SPECIFIC PLACE TO STUDY

A specific place to study

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
HAVE	1	661	32.6%	38.2%
DO NOT HAVE	2	1093	53.9%	61.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	145	7.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

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Question   12B                         Tape Pos. 684-684
--------------                         Format: I1

F2N12B    FAMILY RECEIVES A DAILY NEWSPAPER

A daily newspaper

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1     1145     56.5%  66.5%
DO NOT HAVE.....................       2      624     30.8%  33.5%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        1      0.0% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      129      6.4% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12C                         Tape Pos. 685-685
--------------                         Format: I1

F2N12C    FAMILY REGULARLY RECEIVES A MAGAZINE

Regulary received magazine

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1     1012     49.9%  57.7%
DO NOT HAVE.....................       2      747     36.8%  42.3%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        1      0.0% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      139      6.9% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12D                         Tape Pos. 686-686
--------------                         Format: I1

F2N12D    DOES FAMILY HAVE AN ENCYCLOPEDIA

An encyclopedia

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1     1277     63.0%  72.6%
DO NOT HAVE.....................       2      489     24.1%  27.4%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        2      0.1% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      131      6.5% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12E                         Tape Pos. 687-687
--------------                         Format: I1

F2N12E    DOES FAMILY HAVE AN ATLAS

An atlas

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1      938     46.3%  56.7%
DO NOT HAVE.....................       2      798     39.3%  43.3%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      163      8.0% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12F                         Tape Pos. 688-688
--------------                         Format: I1

F2N12F    DOES FAMILY HAVE A DICTIONARY

A dictionary

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1     1671     82.4%  93.8%
DO NOT HAVE.....................       2      117      5.8%   6.2%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        5      0.2% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      106      5.2% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12G                         Tape Pos. 689-689
--------------                         Format: I1

F2N12G    DOES FAMILY HAVE A TYPEWRITER

Typewriter

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1     1034     51.0%  60.1%
DO NOT HAVE.....................       2      726     35.8%  39.9%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        2      0.1% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      137      6.8% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12H                         Tape Pos. 690-690
--------------                         Format: I1

F2N12H    DOES FAMILY HAVE A COMPUTER

Computer

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1      457     22.5%  27.1%
DO NOT HAVE.....................       2     1279     63.1%  72.9%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        2      0.1% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      161      7.9% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question   12I                         Tape Pos. 691-691
--------------                         Format: I1

F2N12I    DOES FAMILY HAVE AN ELECTRIC DISHWASHER

Electric dishwasher

                                                       PER-   WGTD
     RESPONSE                     CODES      FREQ      CENT   PCT
   ----------                   --------    -----     -----  -----
HAVE............................       1      616     30.4%  38.8%
DO NOT HAVE.....................       2     1114     54.9%  61.2%
 RESERVED CODES:
   NO BY OR NSS DATA...........               127      6.3% (MISS)
   MULTIPLE RESPONSE...........        6        1      0.0% (MISS)
   REFUSED.....................        7        2      0.1% (MISS)
   MISSING.....................        8      168      8.3% (MISS)
                                            -----     -----  -----
 TOTALS:                                     2028    100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question 12J

Tape Pos. 692-692
Format: I1

F2N12J DOES FAMILY HAVE A CLOTHES DRYER

Clothes dryer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1350	66.6%	77.2%
DO NOT HAVE	2	418	20.6%	22.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	131	6.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12K

Tape Pos. 693-693
Format: I1

F2N12K DOES FAMILY HAVE A WASHING MACHINE

Washing machine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1609	79.3%	90.0%
DO NOT HAVE	2	188	9.3%	10.0%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	101	5.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12L

Tape Pos. 694-694
Format: I1

F2N12L DOES FAMILY HAVE A MICROWAVE OVEN

Microwave oven

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1325	65.3%	75.4%
DO NOT HAVE	2	445	21.9%	24.6%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	128	6.3%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12M

Tape Pos. 695-695
Format: I1

F2N12M DOES FAMILY HAVE MORE THAN 50 BOOKS

More than 50 books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1353	66.7%	76.6%
DO NOT HAVE	2	403	19.9%	23.4%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	142	7.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12N

Tape Pos. 696-696
Format: I1

F2N12N DOES FAMILY HAVE A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1379	68.0%	78.1%
DO NOT HAVE	2	398	19.6%	21.9%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	2	0.1%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	120	5.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12

Tape Pos. 697-697
Format: I1

F2N12O DOES FAMILY HAVE A CALCULATOR

Calculator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1602	79.0%	89.3%
DO NOT HAVE	2	173	8.5%	10.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	123	6.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 12P

Tape Pos. 698-698
Format: I1

F2N12P DOES R HAVE OWN ROOM

Own Room

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	1417	69.9%	80.2%
DO NOT HAVE	2	369	18.2%	19.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	3	0.1%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	110	5.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 13

During the spring term of the 1989-90 school year, were you...

Question 13A

Tape Pos. 699-699
Format: I1

F2N13A SPRING '89-'90 SCHL YR R IN 10TH GRADE

In the tenth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	62	3.1%	72.2%
NO	2	35	1.7%	27.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1802	88.9%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1	0.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 13B

Tape Pos. 700-700
Format: I1

F2N13B SPRING '89-'90 SCHL YR R LIVING IN US

Living in the U.S.?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	90	4.4%	95.6%
NO	2	3	0.1%	4.4%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1803	88.9%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	4	0.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 14

During the spring term of the 1987-88 school year, were you...

Question 14A

Tape Pos. 701-701
Format: I1

F2N14A SPRING '87-'88 SCHL YR R IN 8TH GRADE

In the eighth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	72	3.6%	72.4%
NO	2	24	1.2%	27.6%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1802	88.9%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	1	0.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 14B

Tape Pos. 702-702
Format: I1

F2N14B SPRING '87-'88 SCHL YR R LIVING IN US

living in the U.S.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	89	4.4%	94.3%
NO	2	5	0.2%	5.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1803	88.9%	(MISS)
REFUSED	7	2	0.1%	(MISS)
MISSING	8	2	0.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 15

What best describes the school that you attended when you were in 8th and when you were in 10th grade?

Question 15A

Tape Pos. 703-703
Format: I1

F2N15A DESCRIPTION OF R'S SCHOOL IN 8TH GRADE

8th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	251	12.4%	98.5%
PRIVATE RELIGIOUS	2	2	0.1%	0.2%
PRIVATE NON-RELIGIOUS	3	1	0.0%	0.4%
DON'T KNOW	4	6	0.3%	0.9%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY RESPONDENTS NOT MAPPED		1633	80.5%	(MISS)
MISSING	8	8	0.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 15B

Tape Pos. 704-704
Format: I1

F2N15B DESCRIPTION OF R'S SCHOOL IN 10TH GRADE

10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	74	3.6%	89.3%
PRIVATE RELIGIOUS	2	1	0.0%	0.4%
DON'T KNOW	4	6	0.3%	10.3%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1809	89.2%	(MISS)
MISSING	8	11	0.5%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

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--------------
Question   16                           Tape Pos. 705-705
--------------                          Format: I1

F2N16      HAS R EVER BEEN HELD BACK A GRADE IN SCH

Were you held back a grade in school

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
NO..........................          1      800    39.4%  48.5%
YES, I REPEATED GRADE(S).......       2      846    41.7%  51.5%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      254    12.5% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16A                          Tape Pos. 706-706
--------------                          Format: I1

F2N16A     R REPEATED KINDERGARTEN

Were you held back a grade in school:Kindergarten

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1       81     4.0%   8.1%
DOES NOT APPLY.................       2      871    42.9%  91.9%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88 .
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16B                          Tape Pos. 707-707
--------------                          Format: I1

F2N16B     R REPEATED 1ST GRADE

Were you held back a grade in school:1st Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1      218    10.7%  21.6%
DOES NOT APPLY.................       2      734    36.2%  78.4%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16C                          Tape Pos. 708-708
--------------                          Format: I1

F2N16C     R REPEATED 2ND GRADE

Were you held back a grade in school:2nd Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1      139     6.9%  16.2%
DOES NOT APPLY.................       2      813    40.1%  83.8%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16D                          Tape Pos. 709-709
--------------                          Format: I1

F2N16D     R REPEATED 3RD GRADE

Were you held back a grade in school:3rd Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1      126     6.2%  12.6%
DOES NOT APPLY.................       2      826    40.7%  87.4%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16E                          Tape Pos. 710-710
--------------                          Format: I1

F2N16E     R REPEATED 4TH GRADE

Were you held back a grade in school:4th Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1       82     4.0%   8.4%
DOES NOT APPLY.................       2      870    42.9%  91.6%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16F                          Tape Pos. 711-711
--------------                          Format: I1

F2N16F     R REPEATED 5TH GRADE

Were you held back a grade in school:5th Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1       90     4.4%   7.8%
DOES NOT APPLY.................       2      862    42.5%  92.2%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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--------------
Question   16G                          Tape Pos. 712-712
--------------                          Format: I1

F2N16G     R REPEATED 6TH GRADE

Were you held back a grade in school:6th Grade

                                                     PER-   WGTD
    RESPONSE                     CODES      FREQ     CENT   PCT
   ----------                  ---------   -----    -----  -----
APPLIES........................       1      104     5.1%  10.1%
DOES NOT APPLY.................       2      848    41.8%  89.9%
 RESERVED CODES:
   NO BY OR NSS DATA...........              127     6.3% (MISS)
   REFUSED.....................       7        1     0.0% (MISS)
   MISSING.....................       8      148     7.3% (MISS)
   LEGITIMATE SKIP.............       9      800    39.4% (MISS)
                                           -----    -----  -----
 TOTALS:                                    2028   100.0% 100.0%

NOTE:  Second follow-up New Student Supplement variables
have been augmented with data from other NELS:88
questionnaires if comparable items exist.  See Ch. 7 for a
discussion of the New Student Supplement.
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Question 16H

Tape Pos. 713-713
Format: I1

F2N16H R REPEATED 7TH GRADE

Were you held back a grade in school:7th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	143	7.1%	16.9%
DOES NOT APPLY	2	809	39.9%	83.1%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	148	7.3%	(MISS)
LEGITIMATE SKIP	9	800	39.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 16I

Tape Pos. 714-714
Format: I1

F2N16I R REPEATED 8TH GRADE

Were you held back a grade in school:8th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	140	6.9%	14.3%
DOES NOT APPLY	2	812	40.0%	85.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	148	7.3%	(MISS)
LEGITIMATE SKIP	9	800	39.4%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 16J

Tape Pos. 715-715
Format: I1

F2N16J R REPEATED 9TH GRADE

Were you held back a grade in school:9th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	48	2.4%	32.6%
DOES NOT APPLY	2	117	5.8%	67.4%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY RESPONDENTS NOT MAPPED		1640	80.9%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	16	0.8%	(MISS)
LEGITIMATE SKIP	9	79	3.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 16K

Tape Pos. 716-716
Format: I1

F2N16K R REPEATED 10TH GRADE

Were you held back a grade in school:10th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	29	1.4%	16.5%
DOES NOT APPLY	2	136	6.7%	83.5%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY RESPONDENTS NOT MAPPED		1640	80.9%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	16	0.8%	(MISS)
LEGITIMATE SKIP	9	79	3.9%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 16L

Tape Pos. 717-717
Format: I1

F2N16L R REPEATED 11TH GRADE

Were you held back a grade in school:11th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	0.0%	7.0%
DOES NOT APPLY	2	45	2.2%	93.0%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	20	1.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 16M

Tape Pos. 718-718
Format: I1

F2N16M R REPEATED 12TH GRADE

Were you held back a grade in school:12th Grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	46	2.3%	100.0%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	20	1.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 17

Tape Pos. 719-719
Format: I1

F2N17 WHICH BEST DESCRIBES R'S RACE

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN OR PACIFIC ISLANDER	1	43	2.1%	1.5%
HISPANIC, REGARDLESS OF RACE	2	405	20.0%	16.1%
BLACK, NOT OF HISPANIC ORIGIN	3	284	14.0%	17.8%
WHITE, NOT OF HISPANIC ORIGIN	4	1019	50.2%	58.2%
AMERICAN INDIAN OR ALASKAN NATIVE	5	118	5.8%	6.4%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	6	6	0.3%	(MISS)
REFUSED	7	4	0.2%	(MISS)
MISSING	8	22	1.1%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

NOTE: this variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

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Question 18

Tape Pos. 720-721
Format: I2

F2N18 DESCRIBE R'S API BACKGROUND

Which of these best describes your background? ASIAN OR PACIFIC ISLANDER

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
CHINESE	01	8	0.4%	14.7%
FILIPINO	02	4	0.2%	6.8%
JAPANESE	03	2	0.1%	2.8%
KOREAN	04	4	0.2%	3.7%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN) CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	05	10	0.5%	15.4%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	06	5	0.2%	11.8%
SOUTH ASIAN (ASIAN INDIAN, PAKISTANI, ETC.)	07	4	0.2%	11.7%
OTHER ASIAN	08	8	0.4%	33.8%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	97	5	0.2%	(MISS)
MISSING	98	25	1.2%	(MISS)
LEGITIMATE SKIP	99	1826	90.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: this variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

NOTE: this variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 19

Tape Pos. 722-722
Format: I1

F2N19 DESCRIBE R'S HISPANIC BACKGROUND

Which of these best describes your background? HISPANIC

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
MEXICAN	1	302	14.9%	74.1%
CUBAN	2	7	0.3%	1.3%
PUERTO RICAN	3	50	2.5%	12.2%
OTHER HISPANIC	4	44	2.2%	12.5%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
REFUSED	7	4	0.2%	(MISS)
MISSING	8	30	1.5%	(MISS)
LEGITIMATE SKIP	9	1464	72.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: This variable reflects the subjective reports of respondents. F2RACE1 has been supplemented by school records in situations where self-reported data were missing.

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 20

Tape Pos. 723-724
Format: I2

F2N20 R'S NATIVE LANGUAGE

What is your native language?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
ENGLISH	01	1570	77.4%	85.9%
SPANISH	02	243	12.0%	10.8%
A CHINESE LANGUAGE	03	6	0.3%	0.2%
JAPANESE	04	5	0.2%	0.2%
A FILIPINO LANUAGE	06	4	0.2%	[illegible]
ITALIAN	07	4	0.2%	0.1%
FRENCH	08	4	0.2%	0.7%
GERMAN	09	8	0.4%	0.3%
POLISH	11	3	0.1%	0.1%
PORTUGUESE	12	3	0.1%	0.2%
VIETNAMESE	13	1	0.0%	0.1%
CAMBODIAN	14	1	0.0%	0.0%
OTHER (PLEASE SPECIFY)	15	19	0.9%	1.5%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
MULTIPLE RESPONSE	96	6	0.3%	(MISS)
MISSING	98	24	1.2%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 21

How well do you do the following?

Question 21A

Tape Pos. 725-725
Format: I1

F2N21A HOW WELL R UNDERSTANDS NATIVE LANGUAGE

UNDERSTAND YOUR NATIVE LANGUAGE

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
VERY WELL	1	4	0.2%	53.9%
WELL	3	2	0.1%	46.1%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	60	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 21B

Tape Pos. 726-726
Format: I1

F2N21B HOW WELL R SPEAKS NATIVE LANGUAGE

SPEAK YOUR NATIVE LANGUAGE

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
VERY WELL	1	4	0.2%	53.9%
WELL	3	2	0.1%	46.1%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	60	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 21C

Tape Pos. 727-727
Format: I1

F2N21C HOW WELL R READS NATIVE LANGUAGE

READ YOUR NATIVE LANGUAGE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	3	0.1%	45.7%
WELL	3	2	0.1%	20.7%
NOT WELL	4	1	0.0%	33.6%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	60	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 21D

Tape Pos. 728-728
Format: I1

F2N21D HOW WELL R WRITES NATIVE LANGUAGE

WRITE YOUR NATIVE LANGUAGE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	3	0.1%	45.7%
WELL	3	2	0.1%	20.7%
NOT AT ALL	5	1	0.0%	33.6%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
BY AND 1FU RESPONDENTS NOT MAPPED		1834	90.4%	(MISS)
MISSING	8	1	0.0%	(MISS)
LEGITIMATE SKIP	9	60	3.0%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question 22

Tape Pos. 729-730
Format: I2

F2N22 R'S RELIGION

What is your religious background?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BAPTIST	01	470	23.2%	33.7%
METHODIST	02	49	2.4%	3.0%
LUTHERAN	03	53	2.6%	3.0%
PRESBYTERIAN	04	24	1.2%	1.8%
EPISCOPAL	05	8	0.4%	0.4%
PENTECOSTAL	06	78	3.8%	4.3%
OTHER PROTESTANT	07	20	1.0%	1.0%
ROMAN CATHOLIC	08	280	13.8%	17.6%
EASTERN ORTHODOX	09	4	0.2%	0.4%
MORMON	10	23	1.1%	2.0%
OTHER CHRISTIAN	11	124	6.1%	8.3%
JEWISH	12	6	0.3%	1.0%
MOSLEM	13	4	0.2%	0.2%
EASTERN RELIGION	14	9	0.4%	0.2%
OTHER RELIGION	15	122	6.0%	7.3%
NONE	16	258	12.7%	15.7%
RESERVED CODES:				
NO BY OR NSS DATA		127	6.3%	(MISS)
NO 1FU QUEX DATA		43	2.1%	(MISS)
MULTIPLE RESPONSE	96	5	0.2%	(MISS)
REFUSED	97	1	0.0%	(MISS)
MISSING	98	320	15.8%	(MISS)
TOTALS:		2028	100.0%	100.0%

NOTE: Second follow-up New Student Supplement variables have been augmented with data from other NELS:88 questionnaires if comparable items exist. See Ch. 7 for a discussion of the New Student Supplement.

Question F2UNIV1

Tape Pos. 731-734
Format: I4

F2UNIV1 SAMPLE MEMBER STATUS IN ALL THREE WAVES

Indicates simultaneously the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-X value labels follow the same sequence but are, of necessity, much shorter. See Chapter 7 of the manual for a list of abbreviations.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY INELIC F1 IN-SCHL, IN-GRADE F2 DROPOUT	0003	16	0.8%	1.0%
BY ELIC F1 IN-SCHL, OUT-OF-GRADE F2 DROPOUT	0009	213	10.5%	10.6%
BY ELIC F1 DROPOUT F2 DROPOUT	0015	634	31.3%	33.3%
BY ELIC F1 INELIC F2 DROPOUT	0021	4	0.2%	0.2%
BY ELIC F1 OUT-OF-SCOPE F2 DROPOUT	0027	10	0.5%	0.5%
BY ELIC F1 STATUS UNK F2 DROPOUT	0033	47	2.3%	1.8%
BY ELIC F1 IN-SCHL, IN-GRADE F2 DROPOUT	0039	897	44.2%	42.5%
BY NA F1 FRESHENED IN-SCHL, IN-GRADE F2 DROPOUT	0045	133	6.6%	5.3%
BY NA F1 FRESHENED INELIC F2 DROPOUT	0051	3	0.1%	0.1%
BY NA F1 FRESHENED OUT-OF-SCOPE F2 DROPOUT	0063	1	0.0%	0.0%
BY NA F1 FRESHENED STATUS UNK F2 DROPOUT	0069	13	0.6%	0.7%
BY INELIC F1 IN-SCHL, OUT-OF-GRADE F2 DROPOUT	0080	16	0.8%	1.1%
BY INELIC F1 DROPOUT F2 DROPOUT	0086	24	1.2%	1.9%
BY INELIC F1 INELIC F2 DROPOUT	0092	13	0.6%	0.9%
BY INELIC F1 OUT-OF-SCOPE F2 DROPOUT	0098	2	0.1%	0.1%
BY INELIC F1 STATUS UNK F2 DROPOUT	0104	2	0.1%	0.1%
TOTALS:		2028	100.0%	100.0%

Question F2UNIV2A

Tape Pos. 735-735
Format: I1

F2UNIV2A HOW STUDENT ENTERED THE SAMPLE

Indicates how the student sample member entered the sample.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY ELIGIBLE	1	1805	89.0%	88.9%
BY INELIGIBLE	2	73	3.6%	5.0%
F1 FRESHENED	3	150	7.4%	6.1%
TOTALS:		2028	100.0%	100.0%

Question F2UNIV2B

Tape Pos. 736-736
Format: I1

F2UNIV2B BASE YEAR STATUS OF SAMPLE MEMBER

Indicates base year status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FRESHENED(F1/F2)	0	150	7.4%	6.1%
IN-SCHL IN-GRADE	1	1805	89.0%	88.9%
INELIGIBLE	4	73	3.6%	5.0%
TOTALS:		2028	100.0%	100.0%

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Question F2UNIV2C

Tape Pos. 737-738
Format: I2

F2UNIV2C FIRST FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates first follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IN-SCHL INGRADE	01	1046	51.6%	48.6%
IN-SCHL OUTGRADE	02	229	11.3%	11.7%
DROPOUT	03	658	32.4%	35.3%
INELIGIBLE	04	20	1.0%	1.2%
OUT-OF-SCOPE	05	13	0.6%	0.6%
STATUS UNKNOWN	06	62	3.1%	2.6%
TOTALS:		2028	100.0%	100.0%

Question F2UNIV2D

Tape Pos. 739-740
Format: I2

F2UNIV2D SECOND FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates second follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DROPOUT	03	2028	100.0%	100.0%
TOTALS:		2028	100.0%	100.0%

Question F2DLSTSC

Tape Pos. 741-745
Format: I5

F2DLSTSC LAST SCHOOL ATTENDED PER DROPOUT IN Q15

This field contains the school ID if the last school attended (as named by the dropout in F2D15) is on one of the restricted use NELS:88 school component files. Nonmissing values of this variable can be used to merge with the school component files in conjunction with the next variable on this dropout file, F2DSCLWV.

Note that F2DLSTSC contains a valid missing code, "99998", to capture situations in which the respondent left the requested 'last school attended' information blank, incomplete, or named an alternative program or a school that is not on any of the NELS:88 school component datafiles. For more information on F2DLSTSC, refer to the Second Follow-Up: Dropout Component Data File User's Manual.

NOTE: this variable was suppressed on public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2DSCLWV

Tape Pos. 746-746
Format: I1

F2DSCLWV LAST SCHOOL ATTENDED FILE INDICATOR

F2DSCLWV is for use in conjunction with F2DLSTSC. It indicates the most recent school component datafile in which the last school attended appears (if a school was named by the dropout in F2D15, and if the school named was also a NELS:88 school).

NOTE: this variable was suppressed on public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Appendix J

NELS:88 Second Follow-Up Dropout Questionnaire, New Student Supplement, and Status Screeners

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up data in cross-wave (NELS:88 base year and first follow-up) and cross-cohort (NELS:88 second follow-up 1992 seniors and HS&B sophomores first follow-up 1982) analyses. These recodes generally involved the reordering of item values. Questionnaire item values appearing in this appendix reflect these recodes, as does the dropout questionnaire codebook that appears in Appendix I.

NORC - 4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/92

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SECOND FOLLOW-UP

NOT CURRENTLY IN SCHOOL QUESTIONNAIRE

Prepared for the U.S. Department of Education
National Center for Education Statistics

By the National Opinion Research Center (NORC)
A Social Science Research Center
at the University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address the important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. We are asking you these questions in order to gather information about what happens to students when they decide to leave school and make decisions about what they are going to do after leaving.

3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

4. Your responses will be combined with those of other respondents, and the answers you give will never be identified as yours.

The public reporting burden for this collection of information is estimated to average three hours (180 minutes), including one hour for the questionnaire, one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials, and giving instructions. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

The purpose of this survey is to collect information that will allow educators and policy makers to better understand the experiences individuals have in school as well as in the workplace.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. CIRCLE ONE

What is the color of your eyes?

(CIRCLE ONE)

Brown 1
Blue 2
Green . . . . [✓ 3]
Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. CIRCLE ONE ON EACH LINE

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	No	Not Sure
a. Rent a Videotape	1	[✓ 2]	3
b. Go to a baseball game	1	2	[✓ 3]
c. Stop by a friend's house	[✓ 1]	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to stop by a friend's house, you would circle one item on each line as shown.

C. (QUESTION WITH A SKIP)

a. **Do you ever eat chocolate?**

(CIRCLE ONE CATEGORY)

Yes . . . . 1 – **Go to b**

No . . . . 2 – **Skip to c**

b. **Do you always brush your teeth after eating chocolate?**

(CIRCLE ONE CATEGORY)

Yes 1

No 2

c. **Last week, did you do any of the following?**

(CIRCLE ONE ON EACH LINE)

	Yes	No
Saw a play	1 ..	2
Went to a movie	1 ..	2
Attended a sporting event	1 ..	2

I. ADDRESS INFORMATION

1. ○ **Please print your name, address, and telephone number.**

NAME:

________________ ________________ ________________
Last First Middle

ADDRESS: ________________________________
Number Street

____
Apartment Number

________________ ________________ ________________
City State ZIP Code

TELEPHONE: (_______)________________ I do not have a telephone 1
Area Code Telephone Number

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEP-PARENT WITH WHOM YOU LIVE MOST OF THE TIME.

2A. ○ **Is your mother's address and telephone number the same as yours?**

(CIRCLE ONE)

Yes . . . . 1 **–> SKIP TO QUESTION 2C ON PAGE 2**
No . . . . 2 **–> GO TO 2B ON PAGE 2**
My mother is no longer living . . . 3 **–> SKIP TO QUESTION 3A ON PAGE 2**

2B. ○ **Please fill in your mother's name and address in the space below. If you have both a mother and a female guardian, write in the name of the one you live with most of the time.**

NAME:

____________	____________	____________
Last	First	Middle

ADDRESS: ______________________________________
Number Street

____
Apartment Number

____________	____________	____________
City	State	ZIP Code

TELEPHONE: (______)____________ She does not have a telephone 1
Area Code Telephone Number

2C. ○ **What is your mother's work phone number?**

TELEPHONE: (______)____________
Area Code Telephone Number

She does not work 1

I don't know the phone number . . 2

3A. ○ **Is your father's address and telephone number the same as yours?**

(CIRCLE ONE)

Yes	1	**–> SKIP TO QUESTION 3C ON PAGE 3**
No	2	**–> GO TO 3B ON PAGE 3**
My father is no longer living	3	**–> SKIP TO QUESTION 4A ON PAGE 3**

3B. ○ **Please fill in your father's name and address in the space below. If you have both a father and a male guardian, write in the name of the one you live with most of the time.**

NAME:

Last	First	Middle

ADDRESS: ______________________________
Number Street

____
Apartment Number

City	State	ZIP Code

TELEPHONE: (______)________________ Area Code Telephone Number

He does not have a telephone 1

3C. ○ **What is your father's work phone number?**

TELEPHONE: (______)________________ Area Code Telephone Number

He does not work 1

I don't know the phone number . . 2

4A. ○ **Please write in the name, address, and telephone number of a relative or close friend who does not live with you and who will always know how to contact you.**

NAME:

Last	First	Middle

ADDRESS: ______________________________
Number Street

____
Apartment Number

City	State	ZIP Code

TELEPHONE: (______)________________ Area Code Telephone Number

He/She does not have a telephone . . . 1

4B. **What is your relationship to this person?**

(CIRCLE ONE)

A close friend	1
A relative	2

5A. **What is your marital status?**
○

(CIRCLE ONE)

Single, never married	01	**–> SKIP TO QUESTION 5E ON PAGE 6**
Married	02	**–> GO TO QUESTION 5B**
Divorced/separated	03	**–> GO TO QUESTION 5C**
Widowed	04	**–> SKIP TO QUESTION 5E ON PAGE 6**
Not married but living in a marriage-like relationship	05	**–> SKIP TO QUESTION 5E ON PAGE 6**
Other	06	**–> SKIP TO QUESTION 5E ON PAGE 6**

5B. **When did you marry your current spouse? (WRITE IN BELOW)**

|___|___|
Month

19 |___|___|
Year

5C. **Is the address and telephone number of your spouse or ex-wife/husband the same as yours?**

(CIRCLE ONE)

Yes	1	**–> SKIP TO QUESTION 5E ON PAGE 6**
No	2	**–> GO TO QUESTION 5D ON PAGE 5**

5D. **Please fill in the name, address, and telephone number of your ex-wife/husband or current spouse.**

NAME:

______ Last	______ First	______ Middle

ADDRESS: ___ Number ________________ Street

______ Apartment Number

______ City	______ State	______ ZIP Code

TELEPHONE: (______) Area Code ______________ Telephone Number

He/She does not have a telephone . . . 1

II. YOUR EDUCATIONAL EXPERIENCES AND ACTIVITIES

5E. **What is today's date? (WRITE IN BELOW)**

|___|___| |___|___|
Month **Day**

QUESTION 5F, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, IS VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

5F. **What is your social security number? (WRITE IN NUMBER BELOW)**

○

☐☐☐ - ☐☐ - ☐☐☐☐

WHEN ANSWERING THE FOLLOWING QUESTIONS, PLEASE REMEMBER THAT "SCHOOL" REFERS TO A SCHOOL GRANTING OR LEADING TO A HIGH SCHOOL DIPLOMA.

IT DOES NOT REFER TO A SCHOOL OR PROGRAM LEADING TO A GED OR HIGH SCHOOL EQUIVALENCY DEGREE OR TO VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL CERTIFICATION.

6. **When did you last attend school (a school granting or leading to a high school diploma)? (CIRCLE ONE MONTH AND YEAR BELOW)**

○

Month			Year
January 01	May 05	September ... 09	1987 or before 01
February ... 02	June 06	October 10	1988 02
March 03	July 07	November ... 11	1989 03
April 04	August 08	December ... 12	1990 04
			1991 05
			1992 06

7. **What grade were you in then?**

○

CIRCLE ONE

8th grade	01	**–> GO TO QUESTION 8**
9th grade	02	**–> GO TO QUESTION 8**
10th grade	03	**–> GO TO QUESTION 8**
11th grade	04	**–> GO TO QUESTION 8**
12th grade	05	**–> GO TO QUESTION 8**
No grade system used	06	**–> SKIP TO QUESTION 9A**

8. **Did you pass that grade?**

○

CIRCLE ONE

Yes	1
No	2

9A. ○ **Here are some reasons other people have given for leaving school. Which of these would you say applied to you?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	I got a job	1	2
b.	I didn't like school	1	2
c.	I couldn't get along with my teachers	1	2
d.	I couldn't get along with other students	1	2
e.	I wanted to have a family	1	2
f.	(FOR FEMALES ONLY) I was pregnant	1	2
g.	I became the father/mother of a baby	1	2
h.	I had to support my family	1	2
i.	I was suspended from school	1	2
j.	I did not feel safe at school	1	2
k.	I wanted to travel	1	2
l.	My friends had dropped out of school	1	2
m.	I had to care for a member of my family	1	2
n.	I was expelled from school	1	2
o.	I felt I didn't belong at school	1	2
p.	I couldn't keep up with my schoolwork	1	2
q.	I was getting poor grades/failing school	1	2
r.	I got married or planned to get married	1	2
s.	I changed schools and didn't like my new school	1	2
t.	I couldn't work and go to school at the same time	1	2
u.	I had a drug or alcohol problem	1	2
v.	Other (DESCRIBE BELOW)	1	2

____

9B. **Of the reasons you identified in Question 9A, and considering any other reasons you might have had, what are the main reasons you left the last school you attended? (WRITE IN BELOW)**

10A. **Before you *last* left school, did you ever leave school for more than a month for a reason other than illness?**
○

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 10B**

No .... 2 --> **SKIP TO QUESTION 14A ON PAGE 10**

10B. **When was the very first time you left school for more than a month?**
(CIRCLE ONE MONTH AND YEAR BELOW)

	Month		Year
January 01	May 05	September ... 09	1987 or before 01
February ... 02	June 06	October 10	1988 02
March 03	July 07	November ... 11	1989 03
April 04	August 08	December ... 12	1990 04
			1991 05
			1992 06

11. **When did you return to school? (CIRCLE ONE MONTH AND YEAR BELOW)**

	Month		Year
January 01	May 05	September ... 09	1987 or before 01
February ... 02	June 06	October 10	1988 02
March 03	July 07	November ... 11	1989 03
April 04	August 08	December ... 12	1990 04
			1991 05
			1992 06

12A. **Did you leave school a second time for more than a month for a reason other than illness?**

(CIRCLE ONE)

Yes .... 1 **--> GO TO QUESTION 12B**

No .... 2 **--> SKIP TO QUESTION 14A**

12B. **When did you leave? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month						Year	
January	01	May	05	September	09	1987 or before	01
February	02	June	06	October	10	1988	02
March	03	July	07	November	11	1989	03
April	04	August	08	December	12	1990	04
						1991	05
						1992	06

13A. **Did you return to school again?**

(CIRCLE ONE)

Yes .... 1 **--> GO TO QUESTION 13B**

No .... 2 **--> SKIP TO QUESTION 14A**

13B. **When did you return? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month						Year	
January	01	May	05	September	09	1987 or before	01
February	02	June	06	October	10	1988	02
March	03	July	07	November	11	1989	03
April	04	August	08	December	12	1990	04
						1991	05
						1992	06

14A. **Did you attend school during the 1990-91 school year?**

(CIRCLE ONE)

Yes .... 1 **--> GO TO QUESTION 14B ON PAGE 11**

No .... 2 **--> SKIP TO QUESTION 15 ON PAGE 11**

14B. **About how many school days did you miss during the 1990-91 school year? (If you left school during that year, count only the days you missed before you left.) (WRITE IN BELOW).**

|___|___|___| **days**

15. **What is the name and location of the last school you attended? (WRITE IN BELOW)**
○

Name of School ____

City & State ____

16. **Did you attend this school during the 1989-90 school year?**

(CIRCLE ONE)

Yes 1

No 2

I was not in school in 1989-90 3

17A. **On the whole, do you feel that leaving school was a good decision for you?**
○

(CIRCLE ONE)

Yes 1

No 2

Don't know 3

17B. **Please explain why you feel that way. (WRITE IN BELOW)**

____

____

____

____

18. **How much do you agree with the following statements about the school you left?**

(CIRCLE ONE ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
a.	There was real school spirit	1	2	3	4
b.	Students made friends with students of other racial and ethnic groups	1	2	3	4
c.	The teaching was good	1	2	3	4
d.	Teachers were interested in students	1	2	3	4
e.	Disruptions by other students got in the way of my learning	1	2	3	4
f.	I didn't feel safe at this school	1	2	3	4
g.	Fights often occurred between different racial or ethnic groups	1	2	3	4
h.	There were many gangs in school	1	2	3	4

19. **How many times did the following things happen to you during the *last* semester or term you *completed* in school?**

(CIRCLE ONE ON EACH LINE)

		Never	**1-2 times**	**3-6 times**	**7-9 times**	**10-15 times**	**Over 15 times**
a.	I was late for school	00	01	02	03	04	05
b.	I cut or skipped classes	00	01	02	03	04	05
c.	I missed a day of school	00	01	02	03	04	05
d.	I got in trouble for not following school rules	00	01	02	03	04	05
e.	I was put on an in-school suspension	00	01	02	03	04	05
f.	I was suspended or put on probation from school	00	01	02	03	04	05
g.	I was transferred to another school for disciplinary reasons	00	01	02	03	04	05
h.	I was arrested	00	01	02	03	04	05
i.	I spent time in a juvenile home/detention center	00	01	02	03	04	05

20. In the last high school you attended, which of the following best describes the type of program you were in?

○

(CIRCLE ONE)

a. Never attended high school.	00
b. General high school program	01
c. College prep, academic, or specialized academic (such as Science or Math)	02
d. Vocational, technical, or business and career	
Industrial arts/Technology education	03
Agricultural occupations	04
Business or office occupations	05
Marketing or Distributive education	06
Health occupations	07
Home economics occupations	08
Consumer and homemaking education	09
Technical occupations	10
Trade or industrial occupations	11
e. Other specialized high school program (such as Fine Arts)	12
f. Special education program	13
g. Don't know	14
h. Alternative, Stay-in-School, or Dropout Prevention Program	15

21. **Did anyone from your *school* do any of the following the last time you stopped going to school?**

○

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Offered to send me to another school	1	2
b.	Offered to put me in a special program	1	2
c.	Offered special tutoring	1	2
d.	Offered to help me make up work I missed	1	2
e.	Offered to help me with personal problems	1	2
f.	Told me I could come back if I kept a certain grade point average	1	2
g.	Told me I could come back if I didn't miss school so often	1	2
h.	Told me I could come back if I followed school discipline rules	1	2
i.	Tried to talk me into staying	1	2
j.	Told me I couldn't come back	1	2
k.	Expelled or suspended me	1	2
l.	Called or visited my home	1	2

22. ○ **Did your *parents or guardians* do any of the following the last time you stopped going to school?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Offered to send me to another school	1	2
b.	Offered to put me in a special program	1	2
c.	Offered to arrange for special tutoring	1	2
d.	Offered to help me make up work I missed	1	2
e.	Offered to help me with personal problems	1	2
f.	Tried to talk me into staying in school	1	2
g.	Told me it was "OK" to leave	1	2
h.	Told me they were upset	1	2
i.	Punished me for leaving school	1	2
j.	Told me it was my decision to make	1	2
k.	Called my principal/teacher	1	2
l.	Called a school counselor	1	2
m.	Offered to arrange for outside counseling for me (with a psychologist or social worker)	1	2

23. ○ **Since leaving school, have you enrolled in an educational institution, such as a vocational or trade school, or a college?**

(CIRCLE YES OR NO ON EACH LINE)

		Yes	**No**
a.	Technical, vocational, or trade school	1	2
b.	Two-year junior/community college: *technical, vocational, or trade program*	1	2
c.	Two-year junior/community college: *academic program*	1	2
d.	Four-year college or university	1	2
e.	GED program	1	2

24. In the *past 2 years,* did any of the following things happen to you?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	I looked into an alternative school	1	2
b.	I saw a counselor/social worker	1	2
c.	I went to a youth center or outreach program	1	2
d.	I went to family counseling	1	2
e.	I did work for my religious group	1	2
f.	I was in a drug rehabilitation program	1	2
g.	I was in an alcohol rehabilitation program	1	2
h.	I failed a competency test required for high school graduation	1	2
i.	I was held back a grade in school	1	2
j.	I failed a course in school	1	2

The next few questions have to do with alternative programs in schools. Students in alternative programs take courses or receive special services that are different from the courses and services that most students get.

A GED program is an alternative program ONLY IF it involves services or courses that are not available to most students.

An alternative program can be part of a regular high school or it can exist by itself. Examples of alternative programs are: a school-within-a-school, a program for teenage parents, a dropout prevention program, a street academy, or a high school re-entry program.

25. Have you ever participated in an alternative program?

(CIRCLE ONE)

Yes .... 1 **-> GO TO QUESTION 26A**

No .... 2 **-> SKIP TO QUESTION 31 ON PAGE 20**

26A. When did you *enter* the most recent alternative program in which you have participated? (CIRCLE ONE FOR THE MONTH AND YEAR BELOW)

Month						Year	
January	01	May	05	September	09	1987 or before	01
February	02	June	06	October	10	1988	02
March	03	July	07	November	11	1989	03
April	04	August	08	December	12	1990	04
						1991	05
						1992	06

26B. Are you still enrolled in this program?

(CIRCLE ONE)

Yes .... 1 **-> SKIP TO QUESTION 27 ON PAGE 19**

No, I left before completing the program .... 2 **-> GO TO QUESTION 26C ON PAGE 19**

No, I completed the program .... 3 **-> GO TO QUESTION 26C ON PAGE 19**

26C. **When did you *leave or complete* the most recent alternative program?**
(CIRCLE ONE MONTH AND YEAR BELOW)

Month			Year
January 01	May 05	September ... 09	1987 or before 01
February ... 02	June 06	October 10	1988 02
March 03	July 07	November ... 11	1989 03
April 04	August 08	December ... 12	1990 04
			1991 05
			1992 06

27. **Which of the following people referred you to this alternative program?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Your parent(s)	1	2
b.	Your brother(s)/sister(s)	1	2
c.	A teacher	1	2
d.	A school principal	1	2
e.	A school counselor	1	2
f.	A friend	1	2
g.	A relative	1	2
h.	Your minister, priest, or rabbi	1	2
i.	A social worker	1	2
j.	An adult friend or acquaintance outside of school	1	2
k.	Yourself	1	2

28. **Why did you enter this alternative program? (WRITE IN BELOW)**

____

____

29. Have you received or did you receive any of the following services from this program?

(CIRCLE ONE ON EACH LINE)

		Yes	No	Program does/did not offer
a.	Special instructional programs	1	2	3
b.	Tutoring by teachers	1	2	3
c.	Tutoring by other students	1	2	3
d.	Incentives or rewards for attendance or classroom performance	1	2	3
e.	Individual or group counseling	1	2	3
f.	Career counseling	1	2	3
g.	Job placement assistance	1	2	3
h.	Health care or health care referrals	1	2	3
i.	Childcare or nurseries for your children	1	2	3

30. Altogether, in how many alternative programs have you participated?

(CIRCLE ONE)

1	1
2	2
3 - 4	3
5 or more	4

31. Do you plan to get a GED, high school diploma, or its equivalent?
○

(CIRCLE ONE)

I have a GED or other equivalent	1	--> GO TO QUESTION 32 ON PAGE 21
Yes	2	--> SKIP TO QUESTION 33A ON PAGE 21
No	3	--> SKIP TO QUESTION 35 ON PAGE 22

32. **When did you receive your GED, or equivalent?**
(WRITE IN BELOW)

|___|___| **19 |___|___| –> SKIP TO QUESTION 35 ON PAGE 22**
Month **Year**

33A. **Are you currently taking a class to prepare for the GED examination?**

(CIRCLE ONE)

Yes . . . . 1 **–> SKIP TO QUESTION 34**

No . . . . 2 **–> GO TO QUESTION 33B**

33B. **Do you plan to do either of the following?**

(CIRCLE ONE)

	Yes	**No**
Go back to school to get a high school diploma?	1	2
Enroll in a class to prepare for taking the GED or other equivalency test?	1	2

34. **About when do you expect to receive a high school diploma, or to take the examination for the GED or other high school equivalency exam? (WRITE IN DATE OR CIRCLE '1' BELOW)**

|___|___| **19 |___|___|**
Month **Year**

Don't know 1

35. **How often do you spend time on the following activities?**

(CIRCLE ONE ON EACH LINE)

		Never/ rarely	Less than once a week	Once or twice a week	Every day or almost every day
a.	Using personal computers, not including playing video/computer games	1	2	3	4
b.	Working on hobbies, arts, or crafts on your own	1	2	3	4
c.	Participating in religious activities	1	2	3	4
d.	Participating in youth groups or recreational programs	1	2	3	4
e.	Doing volunteer or community service	1	2	3	4
f.	Driving or riding around (alone or with friends)	1	2	3	4
g.	Talking or doing things with your friends	1	2	3	4
h.	Talking or doing things with your mother or father	1	2	3	4
i.	Talking or doing things with other adults	1	2	3	4
j.	Taking classes (music, art, language, dance)	1	2	3	4
k.	Taking sports lessons	1	2	3	4
l.	Participating in sports	1	2	3	4

III. YOUR PLANS FOR THE FUTURE

36. **How important is each of the following to you in your life?**

(CIRCLE ONE ON EACH LINE)

		Not important	Somewhat important	Very important
a.	Being successful in my line of work	1	2	3
b.	Finding the right person to marry and having a happy family life	1	2	3
c.	Having lots of money	1	2	3
d.	Having strong friendships	1	2	3
e.	Being able to find steady work	1	2	3
f.	Helping other people in my community	1	2	3
g.	Being able to give my children better opportunities than I've had	1	2	3
h.	Living close to parents and relatives	1	2	3
i.	Getting away from this community	1	2	3
j.	Working to correct social and economic inequalities	1	2	3
k.	Having children	1	2	3
l.	Having leisure time to enjoy my own interests	1	2	3
m.	Getting away from my parents	1	2	3
n.	Becoming an expert in my field of work	1	2	3
o.	Getting a good education	1	2	3

37. **How far in school do you think your father and your mother want you to go? (BE SURE TO ANSWER BOTH A AND B BELOW FOR PARENTS WITH WHOM YOU LIVE OR WITH WHOM YOU HAVE REGULAR CONTACT).**

(IN EACH COLUMN, CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES)

	A. **Father** **(or male guardian)**	**B.** **Mother** **(or female guardian)**
Does not apply	00	00
Less than high school graduation	01	01
High school graduation only or GED or its equivalent only	02	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL		
Less than two years of school	03	03
Two years or more of school	04	04
A degree from a vocational, trade, or business school	05	05
COLLEGE PROGRAM		
Less than two years of college	06	06
Two or more years of college (including two-year degree)	07	07
Finish college (four- or five-year degree)	08	08
GRADUATE OR PROFESSIONAL SCHOOL		
Master's degree or equivalent	09	09
Ph.D., M.D., or other professional degree	10	10
Don't know	11	11

38. As things stand now, how far in school do you think you will get?

(CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES)

Less than high school graduation	01
High school graduation only	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	
Less than two years of school	03
Two years or more of school	04
A degree from a vocational, trade, or business school	05
COLLEGE PROGRAM	
Less than two years of college	06
Two or more years of college (including two-year degree)	07
Finish college (four- or five-year degree)	08
GRADUATE OR PROFESSIONAL SCHOOL	
Master's degree or equivalent	09
Ph.D., M.D., or other professional degree	10
Don't know	11

39. Have any of the following people talked to you about continuing your education?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Your parent(s)	1	2
b.	Your brother(s)/sister(s)	1	2
c.	A teacher	1	2
d.	A school principal	1	2
e.	A school counselor	1	2
f.	A friend	1	2
g.	A relative	1	2
h.	Your minister, priest, or rabbi	1	2
i.	A social worker	1	2
j.	An adult friend or acquaintance outside of school	1	2

40A. ○ **Which of the categories below comes closest to describing the job or occupation that you expect or plan to have when you are 30 years old? Even if you are not sure, circle your best guess.**

(CIRCLE ONLY ONE)

FARMER, FARM MANAGER	01
FULL-TIME HOMEMAKER	02
LABORER such as construction worker, car washer, garbage collector, farm worker	03
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	04
MILITARY such as career officer or enlisted person in the Armed Forces	05
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	06
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	07
OWNER of a small business or restaurant, contractor	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	11
SALES such as sales representative, advertising or insurance agent, real estate broker	12
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	13
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	14
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	15
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	16
NOT PLANNING TO WORK	17
WILL BE IN SCHOOL	18
OTHER	19

40B. Do you feel that you have enough skills right now for the job or career that you see yourself holding 5 years from now?

(CIRCLE ONE)

No, I will need additional job training/apprenticeship	1
No, I will need additional work experience/on-the-job-training	2
No, I will need to go to a two- or four-year college or university	3
No, I will need to go to a vocational or trade school	4
Yes, I have enough skills	5

40C. How much education do you think you need to get the job you expect to have when you are 30 years old?

(CIRCLE ONLY ONE)

No high school	00
Some high school	01
High school diploma or GED or its equivalent	02
Less than two years of vocational, trade, or business school	03
Two years or more of vocational, trade, or business school	04
A degree from a vocational, trade, or business school	05
Some college education	06
2 year college degree	07
4 or 5 year college degree	08
Graduate degree (Master's or Ph.D.)	09
Professional degree (J.D. or M.D.)	10
Not planning to work	11

IV. MONEY AND WORK

In this section we ask you about the kinds of jobs you have had, the hours you worked and your income from these jobs, and the tie between your training and education and your work. Your answers will help us interpret the results of this survey.

41. *Whether or not you already have a job,* **were you looking for a job last week?**

(CIRCLE ONE)

Yes .... 1 **–> GO TO QUESTION 42**

No .... 2 **–> SKIP TO QUESTION 43 ON PAGE 29**

42. Have you done any of the following in the last week to find a job?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Checked with state employment agency	1	2
b.	Checked with private employment agency	1	2
c.	Checked with military recruiter	1	2
d.	Checked directly with employer	1	2
e.	Checked with friends or relatives	1	2
f.	Placed or answered ads in newspaper	1	2
g.	Looked in the newspaper classified ads	1	2
h.	Checked with school employment service	1	2
i.	Checked with a community college or university employment service	1	2
j.	Other	1	2

NOW SKIP TO QUESTION 44A ON PAGE 29

43. **Why weren't you looking for a job last week? (If more than one reason, circle the main reason.)**

	(CIRCLE ONE)
I already have a job	01
I'd like to go back to school, full-time	02
I have to take care of my children/family	03
I have applied for jobs but was not hired	04
The jobs I think I could get I don't want	05
I don't need the money	06
I don't like to work	07
No jobs are available	08
I lack the necessary skills to get a job	09
Other **(SPECIFY BELOW)**	10

____

44A. **How many jobs have you held since you last left high school?**

	(CIRCLE ONE)	
None	00	**--> SKIP TO QUESTION 48A ON PAGE 40**
One	01	**--> GO TO QUESTION 44B**
Two	02	**--> GO TO QUESTION 44B**
Three	03	**--> GO TO QUESTION 44B**
Four	04	**--> GO TO QUESTION 44B**
Five or more	05	**--> GO TO QUESTION 44B**

44B. **Please mark a box for each month during which you worked at all (full- or part-time or were in the military) since you left high school.**

1990	1991		1992
☐ June	☐ January	☐ July	☐ January
☐ July	☐ February	☐ August	☐ February
☐ August	☐ March	☐ September	☐ March
☐ September	☐ April	☐ October	☐ April
☐ October	☐ May	☐ November	☐ May
☐ November	☐ June	☐ December	
☐ December			

NEXT WE WOULD LIKE TO ASK YOU ABOUT TWO JOBS YOU HAVE HAD:

1. YOUR CURRENT JOB OR, IF YOU ARE NOT PRESENTLY EMPLOYED, YOUR MOST RECENT JOB, AND
2. YOUR FIRST JOB AFTER LEAVING HIGH SCHOOL.

FIRST COMPLETE QUESTION 45, PARTS A THROUGH P, FOR YOUR CURRENT OR MOST RECENT JOB, AND THEN COMPLETE ALL OF QUESTION 46 FOR YOUR FIRST JOB AFTER LEAVING HIGH SCHOOL.

IF YOU HAVE HAD ONLY ONE JOB SINCE LEAVING SCHOOL, YOU WILL COMPLETE ONLY QUESTION 45 FOR THAT ONE JOB.

IF YOU ARE OR HAVE BEEN IN THE MILITARY, CONSIDER YOUR ENTIRE MILITARY EXPERIENCE AS ONE JOB.

45. **CURRENT OR, IF NOT CURRENTLY EMPLOYED, MOST RECENT JOB**

IF YOU HAVE (OR MOST RECENTLY HAD) TWO JOBS AT THE SAME TIME, ANSWER THE QUESTIONS BELOW FOR THE JOB YOU HAVE HAD THE LONGEST.

45A. **Which of the categories below comes closest to describing your current or, if presently unemployed, most recent job? Even if you are not sure, circle your best guess.**

○

(CIRCLE ONE)

FARMER, FARM MANAGER	01
FULL-TIME HOMEMAKER	02
LABORER such as construction worker, car washer, garbage collector, farm worker	03
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	04
MILITARY such as career officer or enlisted person in the Armed Forces	05
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	06
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	07
OWNER of a small business or restaurant, contractor	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	11
SALES such as sales person, sales representative, advertising or insurance agent, real estate broker	12
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	13
SERVICE WORKER such as hair stylist, child care worker, waiter, domestic, janitor, practical nurse	14
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	15
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	16
OTHER (WRITE IN BELOW)	19

____

45B. **What kind of job or occupation do you have? (WRITE IN BELOW)**

____

____

45C. **What kind of business or industry is this job in? (WRITE IN BELOW)**

____

____

45D. **What are your main activities or duties on this job? (WRITE IN BELOW)**

____

____

____

____

45E. **When did you start working at this job? (WRITE IN BELOW)**

|___|___| **MONTH** 19 |___|___| **YEAR**

45F. **Do you still have this job?**

(CIRCLE ONE)

Yes . . . . 1 --> **SKIP TO 45J ON PAGE 33**

No . . . . 2 --> **GO TO 45G**

45G. **When did you leave this job? (WRITE IN BELOW)**

|___|___| **MONTH** 19 |___|___| **YEAR**

45H. **Why did you leave this job?**

(CIRCLE THE ONE MOST IMPORTANT REASON)

Job ended (temporary or seasonal job, laid off, or fired) 01

School-related reasons (graduated, school started, school year ended) 02

Quit because job, hours, or pay, etc., unsatisfactory 03

Moved elsewhere 04

Health-related reasons (illness, injury, pregnancy) 05

Other **(WRITE IN BELOW)** 06

____

45I. **Were you without a job AND looking for work right after you left this job?**

(CIRCLE ONE)

Yes. . . . . 1 –> **How many weeks were or have you been looking?** |__|__| **WEEKS**

No 2

45J. **How much do/did you earn per hour when you first started this job?**

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

45K. **How much do you earn per hour currently, or did you earn just before you left this job?**

○

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

45L. **About how many hours a week did or do you *usually* work in this job? (WRITE IN BELOW)**

○

Hours Per Week: |___|___|

45M. **How did you find this job?**

(CIRCLE THE ONE MOST IMPORTANT CATEGORY)

School employment or placement service	01
Public employment service	02
Private employment agency	03
Newspaper advertisement	04
Checked with employer directly	05
Through a relative	06
Through a friend	07
Civil Service application	08
Union registration	09
Other **(WRITE IN BELOW)**	10

____

45N. **In this job are/were you. . .**

(CIRCLE ONE)

An employee of a **COMPANY** or **BUSINESS?**	01
An employee of a **NON-PROFIT** organization or institution?	02
A **GOVERNMENT** employee (federal, state, local)?	03
Self-employed?	04
Working **FOR PAY** in your family's business or farm?	05
Working **WITHOUT PAY** in your family's business or farm?	06
Working **WITHOUT PAY** in a **VOLUNTEER JOB?**	07

45O. How did you learn to do this job?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	In one or more classes in high school	1	2
b.	In a vocational, trade, business, or other career training school	1	2
c.	In an apprenticeship or government training program	1	2
d.	In a junior/community college, or 4-year college or university	1	2
e.	In the Armed Forces	1	2
f.	A co-worker trained me	1	2
g.	I learned by myself	1	2
h.	In a union-sponsored training program	1	2
i.	In an employer-sponsored training program	1	2
j.	I learned at a previous job	1	2
k.	Other **(DESCRIBE BELOW)**	1	2

____

45P. Have you held any other jobs since you left school?

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 46 ON PAGE 36**
No .... 2 --> **SKIP TO QUESTION 47 ON PAGE 40**

46. **FIRST JOB AFTER LEAVING HIGH SCHOOL.**

IF YOU HAD TWO JOBS AT THE SAME TIME, ANSWER THE QUESTIONS BELOW FOR THE JOB YOU HAD THE LONGEST.

46A. **Which of the categories below comes closest to describing your first job after high school? Even if you are not sure, circle your best guess.**

(CIRCLE ONE)

FARMER, FARM MANAGER	01
FULL-TIME HOMEMAKER	02
LABORER such as construction worker, car washer, garbage collector, farm worker	03
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	04
MILITARY such as career officer or enlisted person in the Armed Forces	05
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	06
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	07
OWNER of a small business or restaurant, contractor	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	11
SALES such as sales representative, advertising or insurance agent, real estate broker	12
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	13
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	14
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	15
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	16
OTHER (WRITE IN BELOW)	19

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46B. When did you start working at this job? (WRITE IN BELOW)

|___|___| MONTH   19 |___|___| YEAR

46C. When did you leave this job?

|___|___| MONTH   19 |___|___| YEAR

46D. Why did you leave this job?

(CIRCLE THE ONE MOST IMPORTANT REASON)

Job ended (temporary job, laid off, or fired) 01
School-related reasons (graduated, school started, school year ended) 02
Quit because job, hours, or pay, etc., unsatisfactory 03
Found a better job or was promoted 04
Moved elsewhere 05
Health-related reasons (illness, injury, pregnancy) 06
Other **(WRITE IN BELOW)** 07

46E. Were you without a job AND looking for work right after you left this job?

(CIRCLE ONE)

Yes .... 1 --> **How many weeks were you looking? |___|___| WEEKS**
No. 2

46F. How much did you earn per hour when you first started this job?

(CIRCLE ONE)

Less than $4.25 01
$4.25 - 6.00 02
$6.01 - 8.00 03
$8.01 - 10.00 04
$10.01 - 12.00 05
$12.01 - 14.00 06
$14.01 - 16.00 07
$16.01 or more 08

46G. How much did you earn just before you left this job?

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

46H. About how many hours a week did you *usually* work in this job? (WRITE IN BELOW)

Hours Per Week: |___|___|

46I. How did you find this job?

(CIRCLE THE ONE MOST IMPORTANT CATEGORY)

School employment or placement service	01
Public employment service	02
Private employment agency	03
Newspaper advertisement	04
Checked with employer directly	05
Through a relative	06
Through a friend	07
Civil Service application	08
Union registration	09
Other **(WRITE IN BELOW)**	10

____

46J. **In this job are/were you. . .**

	(CIRCLE ONE)
An employee of a **COMPANY** or **BUSINESS?**	01
An employee of a **NON-PROFIT** organization or institution?	02
A **GOVERNMENT** employee (federal, state, local)?	03
Self-employed?	04
Working **FOR PAY** in your family's business or farm?	05
Working **WITHOUT PAY** in your family's business or farm?	06
Working **WITHOUT PAY** in a **VOLUNTEER JOB?**	07

46K. **How did you learn to do this job?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	In one or more classes in high school	1	2
b.	In a vocational, trade, business, or other career training school	1	2
c.	In an apprenticeship or government training program	1	2
d.	In a junior/community college, or 4-year college or university	1	2
e.	In the Armed Forces	1	2
f.	A co-worker trained me	1	2
g.	I learned by myself	1	2
h.	In a union-sponsored training program	1	2
i.	In an employer-sponsored training program	1	2
j.	I learned at a previous job	1	2
k.	Other **(DESCRIBE BELOW)**	1	2

____

47. How much of the money you earn at your current job is spent on each of the categories listed below? (If you are currently unemployed, answer for the last job you had.)

(CIRCLE ONE ON EACH LINE)

		None of it	Some of it	Most of it
a.	To buy clothes or other things	1	2	3
b.	To go out	1	2	3
c.	To pay for gas and other car expenses	1	2	3
d.	To pay for rent	1	2	3
e.	To purchase food	1	2	3
f.	To pay for my future education	1	2	3
g.	To buy alcoholic beverages	1	2	3
h.	To buy illegal drugs	1	2	3

48A. Have you participated in a state- or union-sponsored apprenticeship?

(CIRCLE ONE)

No . . . . 1 --> **SKIP TO QUESTION 49A ON PAGE 41**

Yes, I am currently participating in an apprenticeship . . . . 2 --> **SKIP TO QUESTION 49A ON PAGE 41**

Yes, I participated in an apprenticeship in the past . . . . 3 --> **GO TO QUESTION 48B**

48B. When did you complete the apprenticeship? (If you did not complete the apprenticeship, circle "1" below.)

|___|___| MONTH

19 |___|___| YEAR

I did not complete the apprenticeship 1

49A. Have you participated in a government (federal, state, or local) job training program?

(CIRCLE ONE)

No .... 1 -> **SKIP TO QUESTION 50A**

Yes, I am currently participating in such a program .... 2 -> **SKIP TO QUESTION 50A**

Yes, I participated in such a program in the past .... 3 -> **GO TO QUESTION 49B**

49B. When did you complete the program? (If you did not complete the program, circle "1" below.)

|___|___| MONTH 19 |___|___| YEAR

I did not complete the program 1

50A. Have you taken any courses by mail or television?

(CIRCLE ONE)

Yes .... 1 -> **GO TO QUESTION 50B**

No .... 2 -> **SKIP TO QUESTION 51A**

50B. When did you first start taking courses by mail or television?

|___|___| MONTH 19 |___|___| YEAR

51A. Since leaving high school, have you served (or are you serving) in the regular Armed Forces, the Reserves, the National Guard, or the ROTC?

(CIRCLE ONE)

Yes .... 1 -> **SKIP TO QUESTION 52A ON PAGE 42**

No .... 2 -> **GO TO QUESTION 51B ON PAGE 42**

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51B. Since leaving high school, have you tried to enlist in *any* branch of the Armed Forces?

(CIRCLE ONE)

No, and I don't plan to enlist .... 1 **--> SKIP TO QUESTION 57 ON PAGE 44**

No, but I plan to try to enlist soon .... 2 **--> SKIP TO QUESTION 57 ON PAGE 44**

Yes, I have tried to enlist and was not accepted .... 3 **--> SKIP TO QUESTION 57 ON PAGE 44**

Yes, and I am waiting for an answer .... 4 **--> SKIP TO QUESTION 57 ON PAGE 44**

Yes, and I have been accepted .... 5 **--> SKIP TO QUESTION 57 ON PAGE 44**

52A. In which branch of the Armed Forces did you serve (are you serving)?

(CIRCLE ONE)

Regular Armed Forces (Army, Navy, Air Force, Marines) 1

Coast Guard 2

National Guard or Reserves 3

ROTC 4

52B. When did you begin active duty? (WRITE IN BELOW)

|___|___| **MONTH**

19 |___|___| **YEAR**

53A. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

(CIRCLE ONE)

Yes .... 1 **--> GO TO QUESTION 53B**

No .... 2 **--> SKIP TO QUESTION 54 ON PAGE 43**

53B. What is the name of the specialized schooling program in which you spent/will spend the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

NAME OF PROGRAM:

____

54. **Have you taken any courses while in the Armed Forces that...**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
a. Prepared you for the high school equivalency test?	1	2
b. Prepared you for equivalency tests that can be taken for college credit?	1	2
c. Were college-sponsored courses which gave college credits?	1	2

55A. **Are you *currently* on active duty?**

(CIRCLE ONE)

Yes . . . . 1 **--> SKIP TO QUESTION 56**

No . . . . 2 **--> GO TO QUESTION 55B**

55B. **When did you leave? (WRITE IN BELOW)**

|___|___| **MONTH**

19 |___|___| **YEAR**

56. **What is/was your main reason for joining the Armed Forces?**

(CIRCLE ONE)

a. To serve my country 1

b. I needed a job 2

c. To receive training for future jobs 3

d. To receive money for further education 4

e. Other reason 5

V. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

57. **How do you feel about each of the following statements?**

(CIRCLE ONE ON EACH LINE)

		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
a.	I feel good about myself	1	2	3	4
b.	I don't have enough control over the direction my life is taking	1	2	3	4
c.	In my life, good luck is more important than hard work for success	1	2	3	4
d.	I feel I am a person of worth, the equal of other people	1	2	3	4
e.	I am able to do things as well as most other people	1	2	3	4
f.	Every time I try to get ahead, something or somebody stops me	1	2	3	4
g.	My plans hardly ever work out, so planning only makes me unhappy	1	2	3	4
h.	On the whole, I am satisfied with myself	1	2	3	4
i.	I feel useless at times	1	2	3	4
j.	At times, I think I am no good at all	1	2	3	4
k.	When I make plans, I am almost certain I can make them work	1	2	3	4
l.	I feel I do not have much to be proud of	1	2	3	4
m.	Chance and luck are very important for what happens in my life	1	2	3	4

58. **Think about how you see your future. What are the chances that . . .**

(CIRCLE ONE ON EACH LINE)

		Very low	Low	About fifty-fifty	High	Very high
a.	You will graduate from high school?	1	2	3	4	5
b.	You will go to college?	1	2	3	4	5
c.	You will have a job that pays well?	1	2	3	4	5
d.	You will be able to own your own home?	1	2	3	4	5
e.	You will have a job that you enjoy doing?	1	2	3	4	5
f.	You will have a happy family life?	1	2	3	4	5
g.	You will stay in good health most of the time?	1	2	3	4	5
h.	You will be able to live wherever you want in the country?	1	2	3	4	5
i.	You will be respected in your community?	1	2	3	4	5
j.	You will have good friends you can count on?	1	2	3	4	5
k.	Life will turn out better for you than it has for your parents?	1	2	3	4	5
l.	Your children will have a better life than you had?	1	2	3	4	5

THE FOLLOWING QUESTIONS ARE IMPORTANT IN ORDER TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR LIFE. LIKE ALL ITEMS IN THIS QUESTIONNAIRE, THEY ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

59. **How many of your friends . . .**

○

(CIRCLE ONE ON EACH LINE)

	None of them	A few of them	Some of them	Most of them	All of them
a. Dropped out of school without graduating?	1	2	3	4	5
b. Have no plans to go to college?	1	2	3	4	5
c. Plan to have a regular full-time job after high school?	1	2	3	4	5
d. Plan to attend a two-year community college or technical school?	1	2	3	4	5
e. Plan to attend a four-year college or university?	1	2	3	4	5

60. **Among your close friends, how important is it to . . .**

(CIRCLE ONE ON EACH LINE)

	Not at all important	Somewhat important	Very important
a. Attend classes regularly?	1	2	3
b. Study?	1	2	3
c. Play sports?	1	2	3
d. Get good grades?	1	2	3
e. Be popular/well-liked by others?	1	2	3
f. Finish high school?	1	2	3
g. Have a steady boyfriend/girlfriend?	1	2	3
h. Continue their education past high school?	1	2	3
i. Participate in religious activities?	1	2	3
j. Do community work or volunteering?	1	2	3

60. (Cont.) Among your close friends, how important is it to . . .

(CIRCLE ONE ON EACH LINE)

		Not at all important	Somewhat important	Very important
k.	Have a regular job?	1	2	3
l.	Get together with friends?	1	2	3
m.	Go to parties?	1	2	3
n.	Have sexual relations?	1	2	3
o.	Use drugs?	1	2	3
p.	Drink alcoholic beverages?	1	2	3
q.	Make money?	1	2	3

61A. How many of your friends belong to a gang?

(CIRCLE ONE)

None of them	1
Some of them	2
Most of them	3

61B. Do you belong to a gang?

(CIRCLE ONE)

Yes	1
No	2

62. At what age do you expect to. . .

(CIRCLE ONE ON EACH LINE)

		Don't expect to do this	Have already done this	Under 18	18-21	22-25	26-29	30 or older
a.	Get married?	01	02	03	04	05	06	07
b.	Have your first child?	01	02	03	04	05	06	07
c.	Start your first regular full-time (not summer) job?	01	02	03	04	05	06	07
d.	Live in your own home or apartment?	01	02	03	04	05	06	07
e.	Finish your education?	01	02	03	04	05	06	07

QUESTIONS 63-69, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT IN ORDER TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR OTHER EXPERIENCES.

63. **Did your current spouse leave high school before graduating?**

(CIRCLE ONE)

I am not currently married	1
No, he/she is currently attending high school	2
No, he/she graduated from high school	3
No, he/she graduated from high school and is attending college or vocational/technical school	4
Yes, he/she left high school before graduating	5

64. **In your opinion, how important is it to be married before having sexual intercourse?**

(CIRCLE ONE)

Not important at all	1
Somewhat important	2
Very important	3

65. **Would you consider having a child if you weren't married?**

(CIRCLE ONE)

No	1
Maybe	2
Yes	3
Don't know	4

66. **Do you have any children of your own?**
○

(CIRCLE ONE)

No, I don't	1	**--> SKIP TO QUESTION 70 ON PAGE 50**
No, but I am expecting one	2	**--> SKIP TO QUESTION 69 ON PAGE 49**
Yes, I do	3	**--> GO TO QUESTION 67 ON PAGE 49**

67. **What are their birthdates? (WRITE IN BELOW)**

Youngest child	|___|___| Month	19 |___|___| Year
Oldest child	|___|___| Month	19 |___|___| Year

68. **How often do the following people help care for your youngest child?**

(CIRCLE ONE ON EACH LINE)

	Never	Some of the time	Most of the time
a. You	0	1	2
b. The child's other parent/step-parent	0	1	2
c. The child's grandparent	0	1	2
d. Another relative (sister, uncle, aunt, cousin)	0	1	2
e. A friend	0	1	2
f. A neighbor	0	1	2
g. A day care center or preschool	0	1	2
h. A babysitter at your home or at the babysitter's home	0	1	2

69. **Which of the following best describes your relationship with the father/mother of your youngest child?**

(CIRCLE ONE)

We are married and living together	01
We are married and not living together	02
We are divorced/legally separated	03
We are living together but not married	04
We are dating	05
He/she is no longer living	06
We see each other occasionally	07
We don't see each other any more	08

QUESTIONS 70-75, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

70. How many cigarettes do you usually smoke in a day?

(CIRCLE ONE)

I don't smoke at all	00
Less than 1 cigarette per day	01
1 to 5 cigarettes a day	02
About 1/2 pack a day	03
More than 1/2 pack but less than 2 packs a day	04
Two packs a day or more	05

IN THE QUESTIONS THAT FOLLOW, "ALCOHOLIC BEVERAGES" INCLUDES BEER, WINE, WINE COOLERS, AND LIQUOR.

71. On how many occasions (if any) have you had alcoholic beverages to drink?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions
a. In your lifetime	0	1	2	3
b. During the last 12 months	0	1	2	3
c. During the last 30 days	0	1	2	3

72. Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink).

(CIRCLE ONE)

None	01
Once	02
Twice	03
Three to five times	04
Six to nine times	05
Ten or more times	06

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73. On how many occasions (if any) have you used marijuana (pot) or hashish (hash, hash oil)?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a. In your lifetime	0	1	2	3
b. During the last 12 months	0	1	2	3
c. During the last 30 days	0	1	2	3

74. On how many occasions (if any) have you taken cocaine in any form (including crack)?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a. In your lifetime	0	1	2	3
b. During the last 12 months	0	1	2	3
c. During the last 30 days	0	1	2	3

75. In the last semester or term you completed in school, on how many occasions (if any) were you under the influence of the following on school grounds?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**
a. Alcohol.	0	1	2	3
b. Marijuana or hashish	0	1	2	3
c. Cocaine (including crack)	0	1	2	3

VI. YOUR FAMILY

76A. Which of the following people live in the same household with you?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Father	1	2
b.	Stepfather	1	2
c.	Other adult male (foster father, guardian, other)	1	2
d.	Mother	1	2
e.	Stepmother	1	2
f.	Other adult female (foster mother, guardian, other)	1	2
g.	Your husband/wife	1	2
h.	Your boyfriend/girlfriend	1	2

76B. How many of the following people live in the same household with you?

(CIRCLE ONE ON EACH LINE)

		None	One	Two	Three	Four	Five	Six or more
a.	Brother(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
b.	Sister(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
c.	Your child or children	00	01	02	03	04	05	06
d.	Grandparent(s)	00	01	02	03	04	05	06
e.	Other relative(s) (under 18)	00	01	02	03	04	05	06
f.	Other relative(s) (over 18)	00	01	02	03	04	05	06
g.	Other non-relative(s) (under 18)	00	01	02	03	04	05	06
h.	Other non-relative(s) (over 18)	00	01	02	03	04	05	06

77. **Do you babysit or take care of your own child, younger brothers or sisters, or other younger relatives?**

(CIRCLE ONE)

Yes	1	**–> GO TO QUESTION 78**
No	2	**–> SKIP TO QUESTION 80 ON PAGE 54**

78. **About how many hours *each day* are you responsible for their care?**

(CIRCLE ONE)

Less than 1 hour	01
1 hour, less than 3 hours	02
3 hours, less than 5 hours	03
5 hours, less than 7 hours	04
7 hours, less than 10 hours	05
10 hours or more a day	06

79. ○ **The last year that you were in school, about how many school days did you miss in a typical month because of taking care of your own child, younger brothers or sisters, or other younger relatives?**

(CIRCLE ONE)

None	0
1-2 days	1
3-6 days	2
7-9 days	3
10 days or more	4

80. **Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?**
○

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	My family moved to a new home	1	2
b.	My parents got divorced or separated	1	2
c.	One of my parents got married or remarried	1	2
d.	One of my parents lost his/her job	1	2
e.	One of my parents started to work	1	2
f.	One of my parents got a better job	1	2
g.	I became seriously ill or disabled	1	2
h.	One of my parents died	1	2
i.	A close relative died	1	2
j.	One of my unmarried sisters got pregnant	1	2
k.	One of my brothers or sisters dropped out of school	1	2
l.	My family was on welfare	1	2
m.	My family went off welfare	1	2
n.	A family member became seriously ill or disabled	1	2
o.	A member of my family used illegal drugs	1	2
p.	A member of my family spent time in a drug/alcohol rehabilitation program	1	2
q.	A member of my family was the victim of a crime	1	2

ANSWER QUESTIONS 81 AND 82 ONLY IF YOU CURRENTLY LIVE WITH YOUR PARENT OR GUARDIAN. IN THESE QUESTIONS, "GUARDIAN(S)" MAY INCLUDE FOSTER PARENTS, LEGAL GUARDIANS, OR OTHER OLDER ADULTS LIVING IN YOUR HOUSEHOLD, SUCH AS GRANDPARENTS, WHO ARE RESPONSIBLE FOR YOU.

81. In your family, who makes most of the decisions on each of the following topics?

(CIRCLE ONE ON EACH LINE)

	My parent(s)/ guardian(s) decide themselves	**My parent(s)/ guardian(s) decide after discussing it with me**	**We decide together after discussing it**	**I decide after discussing it with my parent(s)/ guardian(s)**	**I decide by myself**
a. How late you can stay out	1	2	3	4	5
b. When you can use the car	1	2	3	4	5
c. Whether you can have a job	1	2	3	4	5
d. How you spend your money	1	2	3	4	5
e. Whether you can drink alcohol in front of them	1	2	3	4	5
f. Whether you can drink alcohol when you are at parties/social gatherings without them	1	2	3	4	5
g. If privileges should be taken away because you used alcohol or drugs	1	2	3	4	5
h. Whether you should go to college or vocational/technical school	1	2	3	4	5

82. **How true are the following statements for you and your parent(s)/guardian(s)?**

(CIRCLE ONE ON EACH LINE)

	False	**Mostly false**	**More false than true**	**More true than false**	**Mostly true**	**True**
a. My parent(s)/guardian(s) trust me to do what they expect without checking up on me	01	02	03	04	05	06
b. I often do not know WHY I am supposed to do what my parent(s)/guardian(s) tell me to do	01	02	03	04	05	06
c. I often count on my parent(s)/guardian(s) to solve many of my problems for me	01	02	03	04	05	06
d. I think that I will be a source of pride to my parent(s)/guardian(s) in the future	01	02	03	04	05	06
e. My parents/guardians get along well with each other	01	02	03	04	05	06
f. When I grow up and have a family, it will be similar to my own	01	02	03	04	05	06

83. Did you run away from home for a week or more at any time during the last two years?

(CIRCLE ONE)

Yes 1

No 2

84. How old were you when you were first left alone for one week or longer without other adults in the household? (If you have never been left alone for one week or longer, circle "1" below.) (WRITE IN BELOW)

|__|__| YEARS OLD

I have never been left alone for a week or longer 1

85. How many times have you moved since January 1, 1988?

(CIRCLE ONE)

None 1

1 time 2

2 times 3

3 or more times 4

86. How many times have you changed schools since January 1, 1988? (DO NOT count changes that occurred as a result of promotion to another grade level or a move from a middle school building to a high school building in the same district.)

(CIRCLE ONE)

None 1

1 time 2

2 times 3

3 or more times 4

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NOTE: **The following two questions concern the basic right of self-expression. Your answers will help us interpret the results of the survey. We hope you will answer both questions, but you may leave them blank.**

87. Do you think of yourself as a religious person?

	(CIRCLE ONE)
Yes, very	1
Yes, somewhat	2
No, not at all	3

88. In the past year, about how often have you attended religious services?

	(CIRCLE ONE)
More than once a week	01
About once a week	02
Two or three times a month	03
About once a month	04
Several times a year or less	05
Not at all	06

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VII. LANGUAGE USE

89. ○ **Is English your native language (the first language you learned to speak when you were a child)?**

(CIRCLE ONE)

Yes .... 1 --> **SKIP TO PAGE 62**

No .... 2 --> **GO TO QUESTION 90**

90. **How often do you use your native language with...**
(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE CIRCLE "Does not apply")

(CIRCLE ONE ON EACH LINE)

		Always or most of the time	About half of the time	Sometimes	Never	Does not apply
a.	Your mother?	1	2	3	4	5
b.	Your father?	1	2	3	4	5
c.	Your brothers and sisters?	1	2	3	4	5
d.	Your friends?	1	2	3	4	5
e.	Your spouse?	1	2	3	4	5

91. ○ **How well do you do the following?**

(CIRCLE ONE ON EACH LINE)

		Very well	Well	Not well	Not at all
a.	Understand spoken English	1	2	3	4
b.	Speak English	1	2	3	4
c.	Read English	1	2	3	4
d.	Write English	1	2	3	4

92A. **When you were in school, did you ever receive special help in reading, writing, or speaking English?**

(CIRCLE ONE)

Yes . . . . 1 **--> GO TO QUESTION 92B**

No . . . . 2 **--> SKIP TO QUESTION 93**

92B. **Was the special help in the form of . . .**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Individual (one-to-one) tutoring?	1	2
b.	A small group?	1	2
c.	A large group other than your regular class?	1	2
d.	English as a Second Language?	1	2
e.	Bilingual education?	1	2

92C. **How much have your English skills improved in the following areas because you participated in special classes or activities?**

(CIRCLE ONE ON EACH LINE)

		Not at all	**Somewhat**	**A great deal**
a.	Understanding spoken English	1	2	3
b.	Speaking English	1	2	3
c.	Reading English	1	2	3
d.	Writing English	1	2	3

93. **Thinking back to when you last left school, do you feel that you might have stayed in school if you had better knowledge of the English language?**

(CIRCLE ONE)

Yes 1

No 2

94. How much of a problem do you feel your understanding of the English language is or would be in the following situations?

(CIRCLE ONE ON EACH LINE)

		No problem at all	Somewhat of a problem	A major problem
a.	Obtaining good grades in high school	1	2	3
b.	Getting hired for a job that you really want	1	2	3
c.	Getting higher pay in a job	1	2	3
d.	Applying to a four-year college	1	2	3
e.	Applying to a two-year community/junior college	1	2	3
f.	Applying to a vocational, technical, trade, or business school	1	2	3
g.	Getting accepted at a four-year college	1	2	3
h.	Getting accepted at a two-year community/junior college	1	2	3
i.	Getting accepted at a vocational, technical, business, or trade school	1	2	3
j.	Getting good grades in college	1	2	3
k.	Getting good grades in vocational, technical, business, or trade school	1	2	3

NELS:88 SECOND FOLLOW-UP ○

PERMISSION FORM

This form is to request your signed permission to have the last school you attended give us a copy of your high school transcripts. The information will be used solely for the purposes of this survey. We wish to thank you in advance for your help and cooperation.

SCHOOL RECORD INFORMATION

Please give the NELS:88 Second Follow-Up a copy of my school transcript. The information to be given includes standard test scores, grade point averages, and attendance records.

PRINT NAME____

Street Address____

City/State/ ZIP____

____

Signature

THANK YOU FOR YOUR COOPERATION.

NEW STUDENT SUPPLEMENT

NATIONAL EDUCATION LONGITUDINAL

STUDY OF 1988

SECOND FOLLOW-UP

NEW STUDENT SUPPLEMENT

Prepared for the U.S. Department of Education
National Center for Education Statistics

By: NORC, A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. We are asking you these questions in order to gather information about what happens to students as they move through school and make decisions about what they are going to do after high school.

3. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.

4. Your responses will be combined with those of other students, and the answers you give will never be identified as yours.

The public reporting burden for this collection of information is estimated to average three hours (180 minutes), including one hour for the questionnaire, one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials, and giving instructions. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

The purpose of this survey is to collect information that will allow educators and policy makers to better understand the experiences individuals have in school as well as in the workplace.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE)

Brown 1
Blue 2
Green .... [✓ 3]
Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	Not Sure	No
a. Rent a Videotape	1	2	[✓ 3]
b. Go to a baseball game	1	[✓ 2]	3
c. Study at a friend's house	[✓ 1]	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to study at a friend's house, you would circle one item on each line as shown.

C. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play 1
Went to a movie .... [✓ 1]
Attended a sporting event .... [✓ 1]

If you went to a movie and attended a sporting event last week, you would circle the two items as shown.

D. (QUESTION WITH A SKIP)

a. Do you ever eat sweet foods?

(CIRCLE ONE)

No	1	**--> Skip to c**
Yes	2	**--> Go to b**

b. Do you always brush your teeth after eating sweet foods?

(CIRCLE ONE)

No	1
Yes	2

c. Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play	1
Went to a movie	1
Attended a sporting event	1

We would like to ask you some general information about you and your parents or guardians.

1. **Please print your name.**

☐ **NAME:**

______________________ ______________________ ______________________
Last First Middle

2. **What is your sex?**

☐

	(CIRCLE ONE)
Male	1
Female	2

3. **When were you born?**

☐

|__|__| Month |__|__| Day 19 |__|__| Year

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

4. **Is your mother, stepmother, or female guardian currently working, unemployed, retired, or disabled?**

☐

	(CIRCLE ONE)	
Currently working	1	GO TO QUESTION 5 ON PAGE 2
Unemployed	2	GO TO QUESTION 5 ON PAGE 2
Retired	3	GO TO QUESTION 5 ON PAGE 2
Disabled	4	GO TO QUESTION 5 ON PAGE 2
My mother is not living	5	SKIP TO QUESTION 6 ON PAGE 3
I do not have a stepmother or female guardian	6	SKIP TO QUESTION 6 ON PAGE 3

5. **Which of the categories below comes closest to describing your mother's (stepmother's or female guardian's) current job?**

If she is *unemployed, retired, or disabled,* select the answer that best describes her most recent job.

Also, if your mother works *more than one job,* please answer for the job you consider to be her major activity.

(CIRCLE ONE)

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER (WRITE BELOW)	17

____

6. Is your father, stepfather or male guardian currently working, unemployed, retired, or disabled?

(CIRCLE ONE)

Currently working . . . . 1 **(GO TO QUESTION 7 ON PAGE 4)**

Unemployed . . . . 2 **(GO TO QUESTION 7 ON PAGE 4)**

Retired . . . . 3 **(GO TO QUESTION 7 ON PAGE 4)**

Disabled . . . . 4 **(GO TO QUESTION 7 ON PAGE 4)**

My father is not living . . . . 5 **(SKIP TO QUESTION 8 ON PAGE 5)**

I do not have a stepfather or male guardian . . . . 6 **(SKIP TO QUESTION 8 ON PAGE 5)**

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7. **Which of the categories below comes closest to describing your father's (stepfather's or male guardian's) current job?**

If he is *unemployed, retired, or disabled,* select the answer that best describes his most recent job.

Also, if your father works *more than one job,* please answer for the job you consider to be his major activity.

(CIRCLE ONE)

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER (WRITE BELOW)	17

____

8. **How far in school did your parents go?**

IN EACH COLUMN, CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES

	A. Father (or male guardian)	**B. Mother (or female guardian)**
Less than high school graduation	01	01
High school graduation only or GED or its equivalent only	02	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL		
Less than two years of school	03	03
Two years or more of school	04	04
COLLEGE PROGRAM		
Less than two years of college	05	05
Two or more years of college (including two-year degree)	06	06
Finished college (four- or five-year degree)	07	07
GRADUATE OR PROFESSIONAL SCHOOL		
Master's degree or equivalent	08	08
Ph.D., M.D., or other professional degree	09	09
Don't know	10	10

9. **How many *older* brothers and sisters do you have (including adopted, step- or half-)?**

(WRITE IN NUMBER BELOW)

|___|___| brother(s)

|___|___| sister(s)

10. **How many *younger* brothers and sisters do you have (including adopted, step- or half-)?**

(WRITE IN NUMBER BELOW)

|___|___| brother(s)

|___|___| sister(s)

11. **How many of your brothers and sisters (including adopted, step- or half-) left high school before graduating?**

(CIRCLE ONE)

I don't have any brothers or sisters	1
None are in high school yet	2
None left school	3
One left school	4
Two or more left school	5

12. **Which of the following does your family have in your home?**

☐

(CIRCLE ONE ON EACH LINE)

		Have	**Do Not Have**
a.	A specific place for study	1	2
b.	A daily newspaper	1	2
c.	Regularly received magazine	1	2
d.	An encyclopedia	1	2
e.	An atlas	1	2
f.	A dictionary	1	2
g.	Typewriter	1	2
h.	Computer	1	2
i.	Electric dishwasher	1	2
j.	Clothes dryer	1	2
k.	Washing machine	1	2
l.	Microwave oven	1	2
m.	More than 50 books	1	2
n.	VCR	1	2
o.	Pocket calculator	1	2
p.	A room of my own	1	2

13. **During the spring term of the 1989-90 school year, were you...**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	in the tenth grade?	1	2
b.	living in the U.S.?	1	2

14. **During the spring term of the 1987-88 school year, were you...**

☐

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	in the eighth grade?	1	2
b.	living in the U.S.?	1	2

15. **What best describes the school(s) that you attended when you were in 8th grade and when you were in 10th grade?**

☐

(CIRCLE ONE IN EACH COLUMN)

	8th Grade	**10th Grade**
Public	1	1
Private religious	2	2
Private non-religious	3	3
Don't know	4	4

16. Were you held back (made to repeat) a grade in school?

☐

	(CIRCLE ONE)
No	1
Yes, I repeated grade(s):	2

GRADE(S) REPEATED:	**(CIRCLE ALL THAT APPLY)**
a. Kindergarten	1
b. Grade 1	1
c. Grade 2	1
d. Grade 3	1
e. Grade 4	1
f. Grade 5	1
g. Grade 6	1
h. Grade 7	1
i. Grade 8	1
j. Grade 9	1
k. Grade 10	1
l. Grade 11	1
m. Grade 12	1

Next we would like to ask you some background information.

17. Which best describes you?

☐

(CIRCLE ONE)

Asian or Pacific Islander	1	**(GO TO QUESTION 18)**
Hispanic, regardless of race	2	**(GO TO Q 19 ON PAGE 10)**
Black, not of Hispanic origin	3	**(SKIP TO Q 20 ON PAGE 10)**
White, not of Hispanic origin	4	**(SKIP TO Q 20 ON PAGE 10)**
American Indian or Alaskan Native	5	**(SKIP TO Q 20 ON PAGE 10)**

18. Which of these best describes your background?

☐ **ASIAN OR PACIFIC ISLANDER** **(CIRCLE ONE)**

Chinese	01	**(SKIP TO Q 20 ON PAGE 10)**
Filipino	02	**(SKIP TO Q 20 ON PAGE 10)**
Japanese	03	**(SKIP TO Q 20 ON PAGE 10)**
Korean	04	**(SKIP TO Q 20 ON PAGE 10)**
Southeast Asian (Vietnamese, Laotian Cambodian/Kampuchean, Thai, etc.)	05	**(SKIP TO Q 20 ON PAGE 10)**
Pacific Islander (Samoan, Guamanian, etc.)	06	**(SKIP TO Q 20 ON PAGE 10)**
South Asian (Asian Indian, Pakistani, etc.)	07	**(SKIP TO Q 20 ON PAGE 10)**
Other Asian	08	**(SKIP TO Q 20 ON PAGE 10)**

19. **Which of these best describes your background?**

☐ **HISPANIC** **(CIRCLE ONE)**

Mexican, Mexican-American, Chicano	1
Cuban	2
Puerto Rican	3
Dominican	4
Ecuadorian	5
Salvadoran	6
Colombian	7
Other Hispanic	8

20. **What is your native language (the first language you learned to speak when you were a child)?**

☐ **(CIRCLE ONE)**

English	01	**-> SKIP TO Q 22 ON PAGE 11**
Spanish	02	**-> GO TO Q 21 ON PAGE 11**
A Chinese language	03	**-> GO TO Q 21 ON PAGE 11**
Japanese	04	**-> GO TO Q 21 ON PAGE 11**
Korean	05	**-> GO TO Q 21 ON PAGE 11**
A Filipino language	06	**-> GO TO Q 21 ON PAGE 11**
Italian	07	**-> GO TO Q 21 ON PAGE 11**
French	08	**-> GO TO Q 21 ON PAGE 11**
German	09	**-> GO TO Q 21 ON PAGE 11**
Greek	10	**-> GO TO Q 21 ON PAGE 11**
Polish	11	
Portuguese	12	
Vietnamese	13	
Cambodian	14	
Other **(PLEASE SPECIFY)**	15	

____

21. How well do you do the following?

(CIRCLE ONE ON EACH LINE)

	Very Well	Well	Not Well	Not at all
a. Understand your native language	1	2	3	4
b. Speak your native language	1	2	3	4
c. Read your native language	1	2	3	4
d. Write your native language	1	2	3	4

22. What is your religious background?

(CIRCLE ONE)

Baptist	01
Methodist	02
Lutheran	03
Presbyterian	04
Episcopal	05
Pentecostal	06
Other Protestant	07
Roman Catholic	08
Eastern Orthodox	09
Mormon	10
Other Christian	11
Jewish	12
Moslem	13
Eastern Religion (Buddhist, Hindu, Tao)	14
Other Religion	15
None	16

THANK YOU FOR YOUR COOPERATION

NELS:88 SECOND FOLLOW-UP: PHASE THREE SINGLETON STATUS SCREENER

NELS:88 SECOND FOLLOW-UP: PHASE THREE
SINGLETON STATUS SCREENER

NORC/4521
1/92

DATE: / /

PRE-CALL DISP:____________

STUDENT NAME:________________________

STUDENT ID: |__|__|__|__|__|__|__|

FI NAME:______________________________

FI ID: |__|__|__|__|__|__|

WHEN YOU HAVE REACHED THE RESPONDENT:

A. Hello, this is _______ calling form the National Opinion Research Center at the University of Chicago. Four years ago a number of young mean and women were invited to participate in a study called the National Education Longitudinal Study of 19888, which we call NELS:88. You may remember participating in the first follow-up to this study in 1990. NELS:88 is designed to gather information about school, social, and work experiences. We are currently conducting the second follow-up to NELS:88, and I would like to set up an appointment with you to participate in the survey.

> **SPECIAL INSTRUCTIONS: IF SINGLETON REPORTEDLY IS . . .**
>
> INSTITUTIONALIZED: First verify status with household and ask for the name and location of the institution. Then call the institution to arrange for administration by institutional staff or by mail and to determine which questionnaire should be administered. If respondent had been absent form school for 20 or more consecutive school days for reason other than vacation or illness prior to institutionalization, then assign **Dropout Questionnaire.** If not, assign **Student Questionnaire.**
>
> A HOME STUDY STUDENT: Verify with singleton that he/she is receiving instruction at home and is working toward a high school diploma. Skip to paragraph B.

First, I'd like to ask you a few questions.

1A. **Are you currently attending a school or program granting or leading to a high school diploma, GED, or other high school equivalency certificate?**

Yes . 1 SKIP TO Q.2
No . . 2 GO TO Q.1B

1B. **Do you have a high school diploma?** (NOT A GED OR HIGH SCHOOL EQUIVALENCY CERTIFICATE)

Yes . 1 ASSIGN STUDENT QUESTIONNAIRE. DISP=19. SKIP TO Q.1E
No . . 2 GO TO Q.1C

1C. **Do you have a GED or other high school equivalency certificate?** (NOT A HIGH SCHOOL DIPLOMA)

Yes . 1 ASSIGN STUDENT QUESTIONNAIRE. DISP=17. SKIP TO Q.1E
No . . 2 GO TO Q.1D

1D. **Have you been out of school for 20 or more consecutive school days for a reason other than illness or vacation?**

Yes . 1 ASSIGN DROPOUT QUESTIONNAIRE. DISP=13. GO TO Q.1E
No . . 2 SKIP TO Q.2

1E. **When did you last attend a school granting or leading to a high school diploma?**

DROPOUT DATE:_______________ ---> SKIP TO PARAGRAPH B

2. **What is the name of the school you are currently attending (most recently attended)?**

NAME OF SCHOOL:______________________ PIN: |_|_|_|_|_|_|_|

CITY:______________________ STATE:__________

3. Are/Were you working toward a high school diploma?

Yes . 1 SKIP TO Q.5
No . . 2 GO TO Q.4

4. Are/Were you enrolled in a program or school leading to a GED or some other high school equivalency certificate?

Yes . 1 ASSIGN DROPOUT QUESTIONNAIRE. DISP=17. SKIP TO PARAGRAPH B
No . . 2 ASSIGN DROPOUT QUESTIONNAIRE. DISP=13. SKIP TO PARAGRAPH B

5. When did you start attending this school?

DATE:________________

IF STUDENT HAS BEEN ATTENDING THIS SCHOOL FOR . . .

Two or more weeks 1 ASSIGN STUDENT QUESTIONNAIRE. DISP=13. GO TO PARA.B
Less than two wks 2 ASSIGN STUDENT QUESTIONNAIRE. DISP=10 OR 11. GO TO PARA.B

NOTE: IF SINGLETON'S PHASE TWO TRACING DISPOSITION WAS 13 (DROPOUT), RECORD THE DATA ABOVE AS THE DROPIN DATE ON THE STUDENT INFORMATION UPDATE FORM.

6. Had you missed 20 or more consecutive school days for a reason other than illness or vacation immediately before you started attending your present school?

Yes . 1 ASSIGN DROPOUT QUESTIONNAIRE. DISP=13. GO TO PARA.B
No . . 2 ASSIGN STUDENT QUESTIONNAIRE. DISP=10 OR 11. GO TO PARA.B

B. We are conducting the survey in your area on (DATE OF GROUP SESSION) at (SITE NAME) beginning at (TIME). Since you were scientifically selected for this survey and cannot be replaced, your participation is vital to our study. **DROPOUTS/ALTERNATIVE COMPLETERS ONLY: I understand that it may be inconvenient for you to travel to (SITE NAME). For that reason, we will reimburse you $25 for your travel and other expenses for completion of the entire survey, questionnaire and test.** Will you be able to come to the session at (NAME of SITE)?

IF YES ----------> GO TO PARAGRAPH D

IF NO -----------> ARRANGE ONE OF THE FOLLOWING:

AN INDIVIDUAL SESSION: Core dropouts, alternative completers, 1FU nonrespondents, or respondents who were difficult to locate--WITH FM APPROVAL ONLY
GO TO PARAGRAPH C.

MAIL ADMINISTRATION: All other singletons
GO TO PARAGRAPH E.

C. I would like to make arrangements to conduct the survey at (Neutral Site). Is there any time that you are available for approximately three hours?

IF YES, ARRANGE A CONVENIENT TIME WHEN YOU MAY MEET THE RESPONDENT AT A CENTRAL LOCATION TO CONDUCT THE SURVEY. IF NO, ATTEMPT TO: 1) ARRANGE FOR A HOME ADMINISTRATION, OR 2) ADMINISTER THE APPROPRIATE QUESTIONNAIRE AND SUPPLEMENT(S) IMMEDIATELY OVER THE TELEPHONE. (BEFORE CONDUCTING A TELEPHONE INTERVIEW, ASK TO SPEAK TO THE RESPONDENT'S PARENT TO GET HIS/HER VERBAL PERMISSION, IF NECESSARY.)

CONTINUE WITH PARAGRAPH D, IF PARENTAL PERMISSION IS NECESSARY

D. I will be sending a parent permission form to you in the next day or two. Please have one of your parents of guardians sign the form and return it to me in the accompanying envelope as soon as possible. I need to have the signed permission form to interview you on (DATE OF SESSION). VERIFY THE RESPONDENT'S ADDRESS. Thank you for your help. Your participation in NELS:88 is very important to us.

END

E. I would like to make arrangements to mail the survey to you. You should receive the questionnaire, instructions for completing it, and a prepaid return envelope within two weeks. I would appreciate your completing and returning the questionnaire(s) to us as soon after you receive it as possible. Thank you for your help. Your participation in NELS:88 is very important to us. MAKE SURE THAT YOU VERIFY THE RESPONDENT'S ADDRESS.

END

HIGH SCHOOL AND BEYOND
GROUP ADMINISTRATION SCREENER

HIGH SCHOOL AND BEYOND

GROUP ADMINISTRATION SCREENER

NAME________________________________

Please circle the number of the statement that fits your present school status. Please read each statement before you choose one. If none of the statements applies to you, or if you have any questions about them, please ask the Survey Representative.

I am now attending the same high school that I attended when I was a sophomore in the spring of 1980 1

I am not now enrolled in the school I attended when I was a sophomore in the spring of 1980, because --

- I am currently enrolled in another high school 2
- I graduated from high school before March 1, 1982 3
- I am attending a GED program, or another special program, but am not enrolled in high school 4
- I have left high school; that is, I haven't attended school for the past month, or more 5
- None of these (Please explain) 6

Please return this form to the Survey Representative. Thank you.

National Opinion Research Center 1155 East 60th Street Chicago, IL 60637 312 753-7500

Appendix K

Critical Items, Abbreviated Questionnaire Items, and Refusal Conversion Items from the Second Follow-Up Dropout and Student Questionnaire and New Student Supplement

Critical Items on NELS:88 Second Follow-Up Dropout Questionnaire

F2D1	Name, address, and phone
F2D2A	Mother alive; same address and phone
F2D2B	Mother's name, address, and phone
F2D2C	Mother work; telephone
F2D3A	Father alive; same address and phone
F2D3B	Father's name, address, and phone
F2D3C	Father work; telephone
F2D4A	Relative/friend's name, address, and phone
F2D5A	Marital status
F2D5F	Social Security number
F2D6M	Month when last attended school
F2D6Y	Year when last attended school
F2D7	Grade in then
F2D8	Passed that grade
F2D9AA	Left school because I got a job
F2D9AB	Left school because I didn't like school
F2D9AC	Left school because I couldn't get along with teachers
F2D9AD	Left school because I couldn't get along with other students
F2D9AE	Left school because I wanted to have a family
F2D9AF	Left school because I was pregnant
F2D9AG	Left school because I became the parent of a baby
F2D9AH	Left school because I had to support my family
F2D9AI	Left school because I was suspended from school
F2D9AJ	Left school because I didn't feel safe at school
F2D9AK	Left school because I wanted to travel
F2D9AL	Left school because my friends had dropped out of school
F2D9AM	Left school because I had to care for a member of my family
F2D9AN	Left school because I was expelled from school
F2D9AO	Left school because I felt I didn't belong at school
F2D9AP	Left school because I couldn't keep up with my schoolwork
F2D9AQ	Left school because I was getting poor grades/failing school
F2D9AR	Left school because I got married or planned to get married
F2D9AS	Left school because I changed schools and didn't like my new school
F2D9AT	Left school because I couldn't work and go to school at the same time
F2D9AU	Left school because I had a drug or alcohol problem
F2D9AV	Left school because ... ("Other" open-end response)
F2D10A	Left school for more than a month before leaving completely
F2D15	Name and address of last school attended
F2D17A	Good decision to leave school
F2D20	High school program
F2D21A	When I stopped going to school someone there offered to send me to another school
F2D21B	When I stopped going to school someone there offered to put me in a special program
F2D21C	When I stopped going to school someone there offered special tutoring
F2D21D	When I stopped going to school someone there offered to help me make up work
F2D21E	When I stopped going to school someone there offered help with personal problems
F2D21F	When I stopped going to school someone there said I could return if kept a GPA
F2D21G	When I stopped going to school someone there said I could return if less absences

F2D21H	When I stopped going to school someone there said I could return if followed rules
F2D21I	When I stopped going to school someone there tried to talk me into staying
F2D21J	When I stopped going to school someone there told me I couldn't come back
F2D21K	When I stopped going to school I was expelled or suspended
F2D21L	When I stopped going to school someone there called or visited my home
F2D22A	When I stopped going to school my parents offered to send me to another school
F2D22B	When I stopped going to school my parents offered to put me in a special program
F2D22C	When I stopped going to school my parents offered special tutoring
F2D22D	When I stopped going to school my parents offered to help me make up work
F2D22E	When I stopped going to school my parents offered help with personal problems
F2D22F	When I stopped going to school my parents tried to talk me into staying
F2D22G	When I stopped going to school my parents told me it was "OK" to leave
F2D22H	When I stopped going to school my parents were upset
F2D22I	When I stopped going to school my parents punished me for leaving school
F2D22J	When I stopped going to school my parents told me it was my decision to make
F2D22K	When I stopped going to school my parents called my principal/teacher
F2D22L	When I stopped going to school my parents called a school counselor
F2D22M	When I stopped going to school my parents offered to arrange for outside counseling
F2D23A	Since leaving school, enrolled in technical, vocational, or trade school
F2D23B	Since leaving school, enrolled in two-year junior/community college (vocation program)
F2D23C	Since leaving school, enrolled in two-year junior/community college (academic program)
F2D23D	Since leaving school, enrolled in four-year college or university
F2D23E	Since leaving school, enrolled in GED program
F2D31	Plans for diploma or GED
F2D36A	Importance of success in line of work
F2D36B	Importance of marrying right person
F2D36C	Importance of lots of money
F2D36D	Importance of strong friendships
F2D36E	Importance of steady work
F2D36F	Importance of helping others
F2D36G	Importance of giving child better chance
F2D36H	Importance of living near parents
F2D36I	Importance of getting away from area
F2D36J	Importance of correcting social and economic inequalities
F2D36K	Importance of having children
F2D36L	Importance of leisure time
F2D36M	Importance of getting away from parents
F2D36N	Importance of becoming an expert in my field of work
F2D36O	Importance of getting a good education
F2D40A	Job expect or plan to have at age 30
F2D45A	Kind of work done on current or most recent job
F2D45K	Earnings per hour on current or most recent job
F2D45L	Hours usually work at current job
F2D59A	Number of friends who dropped out of school
F2D59B	Number of friends who have no plans to go to college
F2D59C	Number of friends who plan to have a regular full-time job after high school
F2D59D	Number of friends who plan to attend two-year community college or technical school
F2D59E	Number of friends who plan to attend four-year college or university
F2D66	Have children of own

F2D79	When in school, days missed because taking care of children (own child or relative's)
F2D80A	Last two years, my family moved to new home
F2D80B	Last two years, my parents divorced/separated
F2D80C	Last two years, one of my parents got married or remarried
F2D80D	Last two years, one of my parents lost his/her job
F2D80E	Last two years, one of my parents started to work
F2D80F	Last two years, one of my parents got a better job
F2D80G	Last two years, I became seriously ill or disabled
F2D80H	Last two years, one of my parents died
F2D80I	Last two years, a close relative died
F2D80J	Last two years, one of my unmarried sisters got pregnant
F2D80K	Last two years, one of my siblings dropped out of school
F2D80L	Last two years, my family was on welfare
F2D80M	Last two years, my family went off welfare
F2D80N	Last two years, a family member became seriously ill
F2D80O	Last two years, a family member used illegal drugs
F2D80P	Last two years, a family member spent time in a drug/alcohol rehab program
F2D80Q	Last two years, a family member was the victim of a crime
F2D89	English is native language
F2D91A	How well understand spoken English
F2D91B	How well speak English
F2D91C	How well read English
F2D91D	How well write English

Critical Items on NELS:88 Second Follow-Up New Student Supplement

F2N1	Name
F2N2	Sex
F2N3	Birthdate
F2N8A	Father's education
F2N8B	Mother's education
F2N12A	Family has a specific place for study
F2N12B	Family has a daily newspaper
F2N12C	Family has a regularly received magazine
F2N12D	Family has an encyclopedia
F2N12E	Family has an atlas
F2N12F	Family has a dictionary
F2N12G	Family has a typewriter
F2N12H	Family has a computer
F2N12I	Family has an electric dishwasher
F2N12J	Family has a clothes dryer
F2N12K	Family has a washing machine
F2N12L	Family has a microwave oven
F2N12M	Family has more than 50 books
F2N12N	Family has a VCR
F2N12O	Family has a pocket calculator
F2N12P	I have a room of my own
F2N13A	Tenth grade spring 1990
F2N13B	Living in U.S. spring 1990
F2N14A	Eighth grade spring 1988
F2N14B	Living in U.S. spring 1988
F2N15	School type eighth, tenth grade
F2N16	Ever held back a grade, which grade
F2N17	Race/ethnicity
F2N18	Asian or Pacific Islander subcategory
F2N19	Hispanic subcategory
F2N20	Native language

NELS:88 Second Follow-Up Dropout Questionnaire Items Excluded from Questionnaire Version Used for Telephone Administration

The following items were dropped from the NELS:88 second follow-up dropout questionnaire for telephone administration:

F2D27K	People who referred respondent to alternative program
F2D35	Time spent on extra-curricular activities
F2D45	Current or most recent job
F2D57	How respondent feels about self
F2D58	How respondent thinks about own future
F2D61A	Are respondent's friends in gangs
F2D61B	Does respondent belong to a gang
F2D62	Age respondent expects important life events to occur

F2D73	Frequency of marijuana usage
F2D74	Frequency of cocaine usage
F2D81	Who makes decisions in family about things that affect respondent
F2D82	Respondent's relationship with parent(s)/guardian(s)

NELS:88 Second Follow-Up Student Questionnaire Items Excluded from Questionnaire Version Used for Telephone Administration

The following items were dropped from the NELS:88 second follow-up student questionnaire for telephone administration:

F2S41	What people think is most important thing after high school
F2S66	How respondent feels about self
F2S67	How respondent thinks about own future
F2S70	Are respondent's friends in gangs
F2S71	Does respondent belong to gang
F2S72	Age respondent expects important life events to occur
F2S83	Frequency of marijuana usage
F2S84	Frequency of cocaine usage
F2S98	Who makes decisions in family about things that affect respondent
F2S100	Respondent's relationship with parent(s)/guardian(s)

NELS:88 Second Follow-Up Dropout Questionnaire Items Included on Questionnaire Used for Refusal Conversion

In addition to locating information, the following items were included on the refusal conversion variant of the NELS:88 second follow-up dropout questionnaire:

F2D5A	Marital status
F2D5B	Date married current spouse
F2D5E	Date survey completed
F2D5F	Social security number
F2D6	Month and year last attended school
F2D7	Grade in when last attended school
F2D8	Did respondent pass last grade attended in school
F2D9A	Possible reasons why respondent left school
F2D10B	Date first time left school more than a month
F2D11	Date returned to school
F2D12A	Left school for a second time for more than a month
F2D12B	Date second time respondent left school
F2D14A	Attendance in school during the 1990-91 school year
F2D15	Name and address of last school attended
F2D20	High school program
F2D31	Plan to get a GED, high school diploma or equivalent
F2D44A	Number of jobs since high school
F2D44B	Months worked either full- or part-time
F2D45B-D	Respondent's job, industry, and duties

F2D45J	Starting pay per hour for current/most recent job
F2D66	Does respondent have any children of own
F2D67	Birthdates of children
F2D76A-B	Who lives in same household with respondent-- relationships and numbers
F2D89	Is English native language
F2D91	English proficiency

NELS:88 Second Follow-Up Student Questionnaire Items Included on Questionnaire Used for Refusal Conversion

In addition to locating information, the following items were included on the refusal conversion variant of the NELS:88 second follow-up student questionnaire:

F2S5A	Date survey completed
F2S5B	Social security number
F2S6A	What grade
F2S6B	Upon completion of school program what respondent will receive
F2S10	Main reason for last absence from school
F2S12A	Present high school program
F2S46	How respondent will spend summer (1992)
F2S49	Will respondent go to school directly after high school
F2S60B	Name, location of school, accepted, financial aid
F2S76	Does respondent have any children of own
F2S77	Birthdate of first child
F2S86A	Ever worked for pay
F2S86B	Last worked for pay
F2S88	Hours worked per week on current/most recent job during school year
F2S91	Amount earned per hour current/most recent job
F2S107	English native language
F2S109	English proficiency

Appendix L

Glossary of NELS:88 Terms

GLOSSARY OF NELS:88 TERMS

Note: Words in the glossary have been cross-referenced. If a word used in a definition has its own entry elsewhere in the glossary, the word appears in italics in its first usage under each entry.

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, *dropouts* who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the *GED test*), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the *student questionnaire*.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 first follow-up study which sought to locate and survey eligible respondents who were part of the Base Year *sample*, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bias (due to nonresponse): Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied.

Bias (due to undercoverage): This bias arises because some portion of the potential sampling frame is missed or excluded. For example, if the school list from which a school *sample* is drawn is incomplete or inaccurate, school undercoverage may occur. In NELS:88 the most important potential source of undercoverage bias was exclusion of 5.37 percent of the potential sample of eighth graders in the base year. (See entry for "Base year ineligible study" and "Followback study of excluded students.")

Bias (of an estimate): The difference between the expected value of a *sample* estimate and the corresponding true value for the *population*.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disc Read-Only Memory. A computer storage disk in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a *longitudinal* study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased *reliability* at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to *floor* and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 *sample* members, as determined by *tracing* and data collection efforts. These schools are included in the sample with certainty (probability = 1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives (as opposed to an *open-ended* question. See entry for "Open-ended.")

Cluster size: The number of NELS:88 *sample* members attending a particular high school.

Codebook: A *record* of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "electronic codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the *student questionnaire*). Four achievement areas (mathematics, reading, science, and social studies [history/citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A *sample*-based estimate expressed as an interval or range of values within which the true *population* value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or *dropout*), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as *school administrator*, *teacher*, and *parent* reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the second follow-up to receive the full complement (*School Administrator, Teacher*, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary *cohort* of NELS:88, in contrast to *state augmentation* or *School Effectiveness Study* students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the *sample* through *freshening* procedures during the first or second follow-up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the *state augmentation* studies and the *School Effectiveness Study*.

Course offerings: School-level summaries of courses offered and of course enrollment levels; while in *HS&B* course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the *School Effectiveness Study*.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a *longitudinal* (or repeated measurement of the same *sample* units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample "*freshening*"--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of *sample* efficiency. The design effect (DEFF) is the *variance* of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with *standard errors* than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status--an individual who is not in school and is not a graduate at a defined point in time. The "*cohort* dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later. A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "*stopout*."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the *student questionnaire* along with the *cognitive test battery*.

Electronic codebook (ECB): While hardcopy *codebooks* with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on *CD-ROM* in an electronic codebook (ECB) format. For example, the electronic codebook created for the combined base year first follow-up NELS:88 data is a menu-driven system that allows users to perform functions such as the following: (a) search a list of NELS:88 *BY-F1* database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook is also being prepared for the NELS:88 second follow-up data, and will again be housed on a CD-ROM.

ETS: Educational Testing Service. *NORC*'s subcontractor for NELS:88 cognitive test development and evaluation.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized *records*.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the *base year ineligibles study*.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years before, and not in the tenth grade in the U.S. two years before. This process ensured that the *sample* would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of *longitudinal* education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:
    a) the student was born outside of the United States or the student's native language is not English;
    b) the student comes from an environment where a language other than English is dominant; or
    c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A fully English proficient student in whose home a non-English language is typically spoken. This groups includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same *sample* of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual *sample* members, such as those contained on the NELS:88 data *files*.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (*OMB*). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use *file* school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) *NAEP*, *HS&B*, and *NLS-72*.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of *longitudinal* education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from *school administrators*, *teachers* and *parents* (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of *longitudinal* education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the *School Administrator*, *Teacher*, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the *certainty schools*.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in *sample* estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or *item nonresponse* across subgroups, *bias* in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. The National Science Foundation awards grants and contracts to individuals and organizations to conduct research. NSF sponsored two components of the second follow-up: 1) additions to the *student questionnaire* to learn about students' experiences and their exposure to mathematics and science curricula, and 2) a *teacher survey* of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disk: A disk that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 *student questionnaires* and *cognitive tests*, as well as for the *parent* and *teacher questionnaires*. (In contrast, responses to certain other questionnaires, such as the *school administrator questionnaire*, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the *cohort* through school. For example, most NELS:88 *sample* members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/*dropout* respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or *sample* and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent *population* totals within selected poststrata (adjustment cells).

Precision: The difference between a *sample*-based estimate and its expected value. Precision is measured by the *sampling error* (or *standard error*) of an estimate.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data *record* (includes the name, type, and size of each field in the record).

Records: A logical grouping of *data elements* within a *file* upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire *population*.

Sampling error: The part of the difference between a value for an entire *population* and an estimate of that value derived from a *probability sample* that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same *sample* design, instrument and data collection methodology. The square root of the sampling variance is the *standard error*.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and *NORC*. This person assisted with establishing a *survey day* in the school, and in some cases where the school *cluster size* was very small, the School Coordinator administered the student instruments.

School Effectiveness Study: A component of NELS:88 added to the first follow-up to permit the study of school effects. The supplement substantially increased *cluster sizes* and provided in-school representative student *samples* at approximately 250 urban and suburban schools in the thirty largest *MSAs* in order to permit researchers to assess the impact of various school characteristics (such as structural and management characteristics and *school climate*) on student outcomes (such as student achievement and educational experience). This component was continued in the second follow-up, and included *student*, *school administrator*, *teacher*, and *parent questionnaires*, transcript surveys, as well as a *course offerings* component.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the *population variance*.

Standard error: The positive square root of the *sampling variance*. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish *confidence intervals* for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a *sample* of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts *within a round* (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Student questionnaire: One of the two parts of the student survey (the other part is the *cognitive test battery*). This instrument contained a locator section for *tracing sample* members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an *NORC* interviewer and a clerical assistant (or the *School Coordinator* in schools with only a small group of *sample* members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school *contextual data* collection.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 *sample* members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 *sample* member who moved from one school to another after the subsampling of schools between Phase 1 (the *tracing* of sample members to their school of enrollment) and Phase 2 (the re-verification of *sample* members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to *item nonresponse*, which is the failure of a participating *sample* member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. *Reliability*, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a *sample* survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a *nonresponse* or *poststratification adjustment*. Thus, for example, the 1,035 completed *school administrator questionnaires* in the NELS:88 base year represent a *population* of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade *cohort* while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

Appendix M

NELS:88 Second Follow-Up

Content Areas: Student, Dropout, and School Components

Content areas and corresponding questions in NELS:88 Second Follow-Up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	School
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	6-7 Typical academic load for seniors, how many in which instructional programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying to colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	**Dropout**	**School**
School climate	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	9-14 Event history series on dropping out of school 18 Last school's climate	1-2 Total student and 12th grade enrollments in school 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 62 Which factors influence how the principal is evaluated by superiors
School climate (continued)	26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities		
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	14 How many colleges send representatives to meet students 27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Dropout	School
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	19 Frequency of cutting class and other disciplinary problems in last school 57 Self-esteem	58 Which factors influence students to drop out of your school 60 School's relationship with different groups
School programs	12 Description of current school program, access into program	20 Description of last high school program	7 How many seniors are in which instructional programs 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school		16-17 Does school have vocational programs, how do students get into those programs 18 Which community, training, motivation programs are available to 12th graders 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 4. DROPPING OUT

	Student	**Dropout**	**School**
Dropping out		6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	26 What percent of 12th graders drop out before graduation 58 Which factors influence students to drop out of your school
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	55 What percentage of 12th graders' parents have met with staff 56-57 School climate 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	25 What percentage of student body receives special learning/access services 42-47 Competency tests
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/ teacher interaction		29 How many full-time and how many part-time teachers does your school have

	Student	Dropout	School
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse 76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th greaders from one-parent homes
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

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CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Dropout	School
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	6 Typical academic load for seniors
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school53- 54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school
Armed Forces		51A, 52B Served in any branch of the Armed Forces, currently on active duty 56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	**Dropout**	**School**
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	1-2 Total student and 12th grade enrollments in school 21 What is average daily attendance rate for 12th grade students 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior 62 Which factors influence how the principal is evaluated by superiors
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)	26 What percent of 12th graders drop out before graduation
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	38 Respondent's educational expectations	15 What school-work transition programs does school offer 17 How do students get into vocational programs 20 Does school have a relationship with the local business community
Applying for colleges	57 Help from school in applying for colleges		27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/teacher interaction		29 How many full-time and how many part-time teachers does your school have 30-36 How is school broken down into subject areas/departments, how are department heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards

	Student	Dropout	School
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use			24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Dropout	School
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	22 Parent's response to respondent dropping out 37 Parental aspirations for respondent	55 What percentage of 12th graders' parents have met with staff 58 Which factors influence students to drop out of your school 61 How often are parents notified about student's progress/behavior
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	76 Who lives in same household with respondent 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	23 Percentage of 12th graders from one-parent homes

Appendix N

NELS:88 Second Follow-Up

Content Areas: Student, Teacher and Parent Components

Content areas and corresponding questions in NELS:88 second follow-up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Teacher	Parent
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-23-28 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	I-18 Written job recommendation for student I-19 Discussed college programs and college and career choices with student	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction	
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior	11-17 Parents' occupations 20-21 Ethnic background

	Student	Teacher	Parent
Family Finances	58 Steps taken to learn about applying for financial aid		6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 78 Teen plans to continue education 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Teacher	Parent
School program	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 12 Description of current high school program 23B Vocational teacher practice 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	I-2-5 Student's motivation, behavior I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement I-8 Difficulty of class related to student I-11 Does student perform below ability I-12 Does student always finish homework I-13-16 Student's attention, behavior in class I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-3-4 Which "track" is class, achievement levels II-5 Number of students in class II-7 Why teaching this class II-8-9 Amount of homework given daily, recording of who has completed it II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 Which whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school

	Student	Teacher	Parent
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-2 Is student motivated to get good grades I-6 Discussed student's absenteeism with parents	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teens absences 39 How parent responded to absence 40 How school responded to absence 43&44C Contact between school and parent about teen's attendance record
Mathematics class	19-22 Mathematics teacher/class	II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	I-2 Student motivated to get good grades I-4 Students motivated to attend postsecondary institution I-19 Teacher discussed college with student	49 How often discusses school, personal and vocational topics with teenager
Teaching staff characteristics	7 School climate and teacher interaction	IV-1-3 Sex, race/ethnicity, year of birth of teacher IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	

	Student	Teacher	Parent
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 78 Who helps to take care of child 80-85 Substance abuse	I-3 Student relates well to others	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager
Home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents	6 How many people are financially dependent on parent 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 58 How many years lived at present address
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Teacher	Parent
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics	
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class	
School program	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class	13-17 Occupation of parent and spouse 34d,j Family moved for special school programs, courses 42 Parents perception of school policies and programs 43-44 Contact between parent and school about teen's education 46 Parent's familiarity with teen's school progress 61 Parental expectations of teen's educational advancement 63,65 Communication between parent & teen about postsecondary opportunities
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction	
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education	45 Teen attended program about postsecondary opportunities 74 Family income
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to	II-3 Which "track" is class II-4 Achievement levels of students in class	61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient	22-28 Parent/family language use

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Teacher	Parent
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in mathematics class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	I-5 Does student talk to teacher outside of class about school work II-6 How many students are from minority racial/ethnic groups II-9 How homework is recorded III-13 Who at school has helped teacher improve teaching or solve a classroom problem	41-42 Feelings about aspects of teen's school
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-13-16 Student's absenteeism, tardiness, attention, behavior in class	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teen's absences 39 How parent responded to absence 40 How school responded to absence 51 Family roles about school attendance
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	I-6 Teacher has discussed student's behavior and performance with parents III-12 Persons with whom teacher discussed student performance	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 41 How satisfied with teen's high school education 43-44 How often does school contact parents/ do parents contact school 45-46 Parental involvement in school and teen's courses
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	I-4 Does student seem motivated to pursue postsecondary education	61 Parental expectations of teen's educational advancement 63 Communication between parent and teen about postsecondary opportunities 71 Has teen worked for pay 72-73 Teen's jobs held
Teaching staff characteristics	7 School climate/ teacher interaction	III-2 Perceptions of the teacher's efficacy IV-14 Teacher Satisfaction IV-22 Days teacher missed school IV-23 Formal observations of teacher's class	

	Student	Teacher	Parent
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-6 Teacher has discussed student's behavior and performance with parents III-1 Amount of teacher control in classroom III-15 Teacher's perception of school rules for student behavior III-16 Teacher's perceptions of problems with students at school	2-5 Teen's current living situation 7 Marital status 11-17 Parents' occupations 8-10 Who lives in household, number under/ over 18 years old 48 Family decision making rules 49 Interaction between parents about teen 50 Family social activities 57 Substance abuse and teenager 58-60 How many years lived at present address, how respondent feels about community 74 Total family income 76-77 Amount of current educational expenses
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Teacher	Parent
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents		49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 48 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Teacher	Parent
School climate	7 School climate, teacher interaction 8 Safety in school	II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	42, Thoughts about teen's school climate, teaching and program 43-44 Contact between parents and school about teen's education 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
School programs	14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class	41 How satisfied with teen's education 42 Parents perceptions of school's policies and programs 47 Parental influence on school policies and programs

	Student	Teacher	Parent
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	I-18 Teacher has written recommendations for college and work for student I-19 Teacher has discussed college and career choices with student	43-44 Interaction between school and parents 45 Parent's attendance at school programs about postsecondary opportunities for teen 56 Communication with parents of teen's friends 70 Sources of information about postsecondary opportunities 84 Who parents discussed postsecondary transition with
Applying for colleges	57 Help from school in applying for colleges	I-18 Teacher has written recommendations for college and work for student	45 Parent's attendance at school programs about postsecondary opportunities for teen 70 Sources of information for postsecondary decisions 84a Talked with high school counselor about financial aid
Teaching staff characteristics	7 School climate/teacher interaction	IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	
Family, home, friends	68 Importance of peer group activities	I-3 Student relates well to others	60 Safety of neighborhood

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Teacher	Parent
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance I-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school	30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	I-7 Parental involvement in student's performance	2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends

	Student	Teacher	Parent
Home, community relations	29 Have been recognized by school or community 36 Feelings about youth service programs 37-39 Have participated in volunteer/community service, why, through what organizations 97 Do parents know student's friends parents		2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/over 18 years old 11-17 Parents' occupations 18 Changes in marital status 25 Ability using English 26 Difficulties encountered because of lack of English 53-54 Familiarity with teen's friends 55-56 How often does parent talk to parents of teen's schoolmates, friends 58-60 How many years lived at present address, how respondent feels about community
Applying for colleges	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education		61 Educational aspirations for teenager 62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen 78 Teen plans to continue education
Family finances			6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial education 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education

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